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# THE AMERICAN School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

MARCH  
1914



THE BRUCE PUBLISHING COMPANY, Milwaukee, Wis.

NEW YORK  
CHICAGO

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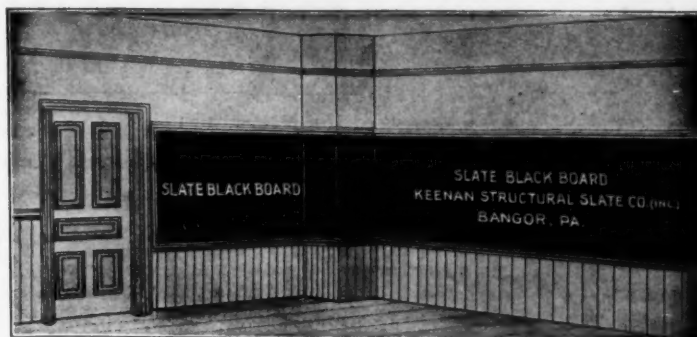
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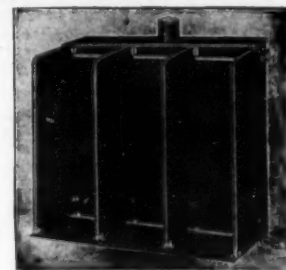
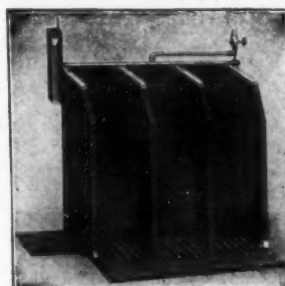


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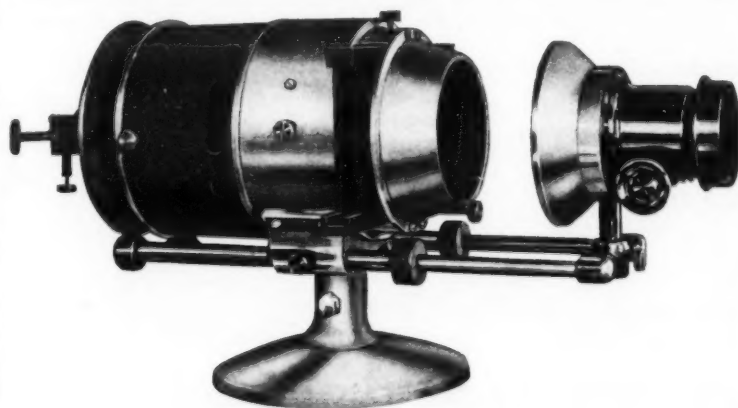
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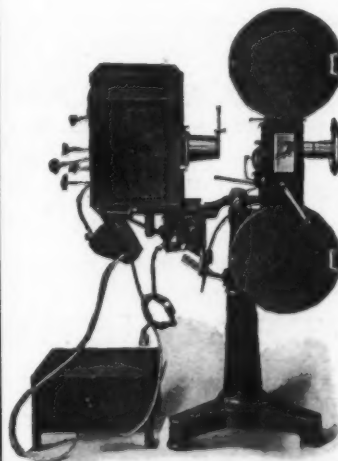
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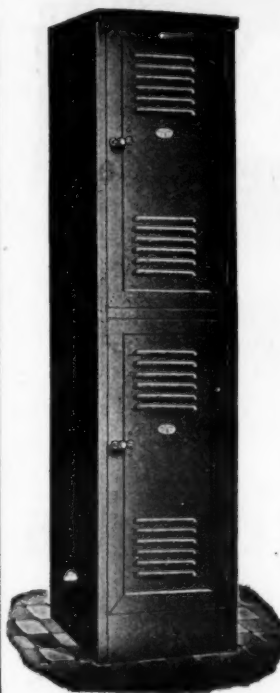
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OFFICES

Publication Office: New York: 30 East 42nd Street  
129 Michigan Street Chicago: 53 W. Jackson Blvd.  
Milwaukee, Wis.

Vol. 48 MARCH, 1914 No. 3

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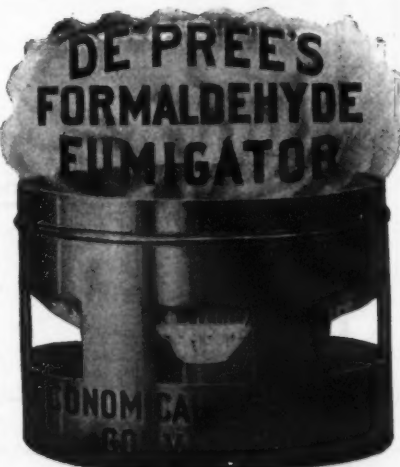
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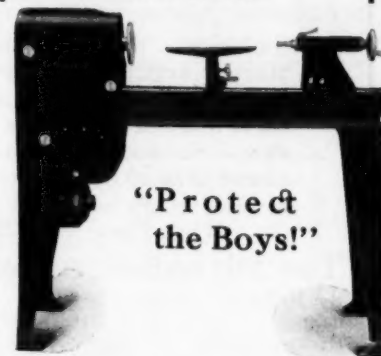
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Founded March 1891 by WILLIAM GEORGE BRUCE

Volume XLVIII, Number 3

MARCH, 1914

Subscription, One Dollar per Year



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By PROF. A. L. WILLIAMS

# The Kind of a Superintendent the Teacher Would Have -

University of North Carolina



Much is written, and more is said lately, about the kind of teacher the superintendent would have. The ideal teacher should do this and be that, should possess all virtues and be without spot and blemish in character, knowledge, training and disposition. The superintendent desires and expects his teachers to come very definitely to a high standard of efficiency in their work. He expects them to come to him ready to handle all problems, wise, neat, pleasant, amenable to his orders, trained in method and technique, possessing all the great moral virtues, in fact conforming to the standard of the efficient worker in any specialized line of work.

All this is right. All honor to the superintendents for setting up such a standard, all honor to those superintendents who are able to maintain such a standard. But how is it with the superintendents themselves? What virtues ought they to have? What sort of superior officers would the teachers in the ranks choose if they had a voice in the matter? The superintendent can have the opportunity in convention, association, or thru the press, to make known his desires and pleasure in the matter of teachers. Is it not about time the teachers were heard from as to the sort of a superintendent they would have? I venture to draw on my memory and give expression to some things told me by teachers in the ranks concerning the things they would find in the ideal superintendent. The list will not be complete; it may be suggestive.

## Should Be Expert.

The teacher would have as a superior officer one who is an expert in educational matters. Such a characterization involves a number of factors. They mean by this that they prefer one who has come up from the ranks, who has had real experience, in real schools, in the various phases of work for which he is supposedly the guide. If he tells them to use a certain method for instruction, they wish to feel he has seen it at work or has worked it himself, and if they find difficulty in using it to feel that he can point them to the way out. They would like to feel that his suggestions as to disciplinary measures are the result of experience under similar circumstances.

But more than this is the desire to have him a student of educational matters. They not only like to have him give them the benefit of his experience; they would like to have him able to tell them why he has done this thing and rejected that. The teacher is not willing to take dictum alone as the authority for doing a thing but asks for an occasional reason for a given order or request. The teachers are not lacking in intelligence and they ask to have that intelligence recognized. Of course, this means superintendents must have been and, still continue to be, students of psychology, method, administration, children and life. It means that teachers would have as their directors men with more than a usual amount of professional training. Surely this is not asking too much.

Teachers do not like to work under a superintendent who holds his job because he can deliver a certain number of votes at election time. The politician-superintendent is a very unsatisfactory guide in education. He thinks, in a crisis, first of whom he must please to hold his job, then how this individual connects with the situation, then how he can so manipulate matters as to give satisfaction to his political friends. The welfare of the school or of the child, as an individual, is his last consideration. No, the teachers ask for men who are educators, not politicians, to serve as directors of their work in the education of children. The man who is out "gunning for votes" has little time, energy or desire to put into a thoro study of any particular educational situation.

## The Man With Side Lines.

Nor do teachers like to work under a superintendent who has some other occupation to engage a part of his time and forces. A lawyer, who thru lack of clients, serves in the capacity of superintendent is very often a mighty poor lawyer and a worse superintendent. The minister, who assumes the care of supervising the schools, often has a very narrow and one-sided view of the educational problems. What have these men ever studied or done that should give them the right or the ability to tell a trained teacher how to run a school? To be sure they may have been to college or thru a university, but because a man has ridden in a train will you place him at the throttle to run the engine and guide the train? It is absurd.

Certainly, too, the teachers desire a man possessed of "The Virtues." The guide of children must be a model. A man who cheats cannot teach honesty; he who lies cannot teach truthfulness; he whose life is unclean and hidden cannot set forth a proper moral code for children. Teachers wish a superintendent for whom they have a wholesome respect and no one can respect a man seriously lacking in the elements of a virtuous life. "I would not dare be left alone with that man in this schoolhouse," has been the thought of at least one teacher concerning her superintendent. Teachers want moral and virtuous men as their superior officers.

But, then, there are many other seemingly little things which teachers would find in their directors. They wish him to be one who respects the order of the classroom. Here was a supervising officer who came into a room where a teacher has secured perfect order and industry among a group of over a hundred. In the room were several boys noted for their lack of application, at this time all busily engaged. Mr. Superintendent walks down between the rows of seats, from the rear of the room, and as he comes to one of the boys places his hand on the back of the boy's head as he is studying and forces his face downward until he bumps his nose on the desk. It took the remainder of the morning to get these pupils back to industrious effort. To be sure it is an extreme case, but no teacher cares for a superintendent who has little

regard for good order and discipline once secured. This is one reason why they want a man with actual experience in school work. He appreciates the difficulty of securing and maintaining order.

## The Critic.

Then there is the man who nags; the man who can never be suited, who never gives a word of praise but can always complain. He could not teach a class well to save his life, but he so enjoys to criticize. Such a superintendent irritates, disheartens, exasperates the conscientious teacher and helps the weak, inefficient teacher not at all.

Teachers do not want a man who is picayune, who sees little points to criticize or commend and fails to get the larger vision, who has a soul about the size of a peanut and a power of discrimination to correspond. Such a man knows no opinion but his own, he sees no further than his ideals lead him, he sees no good in the suggestions of his teachers, he will not listen to their views nor ask their opinions in any matters whatsoever. He will rule and he will stand by the results, (perhaps). His judgment, his opinion, is final and settles the matter once for all. That sort of a superintendent the teachers flee as from the plague.

But, to come back to the positive viewpoint, there is the superintendent who comes into the classroom and sees work he does not like. As he prepares to leave he asks the teacher if the next day he may not conduct the class, and with her present he deftly, easily, and with skill shows the teacher how he would have the lesson taught. That sort of a director is as welcome as autumn sunshine. The teachers will work themselves to the bone to try and match the skill with which he taught the class. If he can show the teacher what he asks to have done, he "may ask what he will and it shall be done." This style of a superintendent is universally admired by his teachers and receives their heartiest support.

## Schoolroom Visitation.

Teachers wish to be visited impartially and not to have their superintendent stay in one room half a session because he has become interested thru particularly good or atrociously bad work, and then visit a half-dozen rooms in the other half of the session. They want an even distribution of visitation and they are willing it should be long enough that when it is over they can feel he really knows something about what they are doing. Rapid-fire, hit-or-miss visitation destroys the confidence of the teachers in their superintendents.

Teachers like a cheerful superintendent. He may be severe, he may be a driver, he may be exacting, but if he is cheerful when he comes into the school much is forgiven. Nor must that cheerfulness descend to mawkishness like that of the would-be facetious superintendent, who came into a teacher's room one day unknown to her, and easily approaching from behind, suddenly put his face close to her ear and

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# STATE SCHOOL SURVEYS

By EDWARD C. ELLIOTT, University of Wisconsin

## 1. The School Survey Movement.

Among the numerous present-day movements promising to leave a distinctive and permanent mark upon our systems of public education, state as well as local, that represented by the "school survey" is of such a character as to entitle it to careful consideration by students of education and by practitioners in schools as well as by the citizenship of communities. For, in this particular movement there is to be observed a significant impact of educational theory and educational practice, likely to produce a much needed clarification of the former and a much demanded betterment of the latter. Moreover, the school survey brings the factions of efficiency and the factions of democracy face to face in an open field.

Thruout the country today, schools and school systems are being "examined," "investigated," "inquired and enquired" into, and "surveyed." Only a superficial consideration would interpret these activities, as has already been the case in some instances, as the visible and negligible evidences of a mere minor wave of educational unrest, or as the results of the misguided and, perhaps not unselfish, efforts of over-inquisitive, or over energetic busybodies. A detached and dispassionate judgment of the situation will recognize in this scrutinizing movement not merely the motion of a distinct popular unrest in education; but the more significant definite effort to make this unrest conscious, rational and purposeful; to make criticism run within channels so as to give it force; and to strike the steel of educational facts upon the flint of our educational ideals.

## 2. What a School Survey is Not: Survey vs. Investigation.

There should be at our disposal an intelligible terminology for the purposes of thoro and clear discussion of this issue. This, as yet, we do not have. The terms of scrutiny above noted—examination, investigation, inquiry and survey, seem in current discussion to be used indifferently for the same thing. However, one takes no risk of pedantry at this time in emphasizing what appears to be an essential distinction.

A school survey is not to be confused with a school investigation. Common usage has given to the term, investigation, a more or less invidious significance. It suggests the assembling of evidence in proof of inefficiency of method, or of incompetence and negligence of individuals or institutions. Its stress is upon failure and non-performance. Consequently, its attitude is primarily negative, and its attention focused upon affairs of the past. An investigation must inevitably work in the face of the hostility, or, at best, the passive resistance of those whose activities are brought under scrutiny. The survey, on the other hand, seeks to cause the school system as it actually exists and operates to pass in complete review before the public. While of necessity taking account of the neglected responsibilities of individuals, the survey is concerned, *first of all, with schools as institutions serving a definite public purpose.* Its aim is not to bring individuals to trial, but rather to define those conditions under which the organized institutions of public education become most immediately effective for the public good. The survey involves the highest degree of co-operation between those on the inside and those on

the outside of the school system. This difference between the school survey and the school investigation is more than a verbal distinction. It involves a difference in motive that predetermines both immediate scientific results and ultimate educational gain.

## 3. The State School Survey and Its Predecessor.

During the past decade, two clear, tho related, types of effort have been made for a more definite regulation of the development of school systems and for the more direct stimulation of the progress of public education. It will be convenient to refer to these as the "Educational Commission" plan and the "School Survey" plan.

The notable report of the Chicago Educational Commission (1898), appointed for the purpose of investigating and recommending changes in the organization of the public school system of the city, no doubt exerted a direct influence upon the extension of the idea of the constructive study of the school systems of the states, thru a temporary representative commission.

The Massachusetts Commission on Industrial and Technical Education, created by legislative action in 1905, and composed of nine representatives of manufacturing, agricultural, educational and labor interests, "to investigate the needs for education in the different grades of skill in the various interests of the commonwealth," furnished an effective example for similar commissions on industrial education in other states; Maine, Connecticut, New Jersey, Maryland, Indiana, Michigan and Wisconsin, etc. The Commission, appointed by the governor of Indiana, in 1906, at the instance of the state teachers' association, "to investigate the question of school taxation and teachers' salaries, and all other educational questions which may rightfully come before such a body," illustrates another type of agency that came into existence for the X-raying of the public school system of a state. The most frequent of these recent state commissions, however, were created for the primary purpose of revising and simplifying the code of laws governing the state school system. The commissions of Arkansas (1910), Colorado (1910), Illinois (1907), Iowa (1907), Kentucky (1908), Pennsylvania (1908), Idaho (1909), South Carolina (1910), Washington (1907), may be recalled in evidence of this particular feature of the Commission movement. Some of these commissions, especially that of Illinois, made careful investigations of important questions and published results that had more than state value.

Notwithstanding considerable difference in origin, constitution, status, object, and method of work, all of the important of these state commissions have had one common characteristic. They aimed to analyze and to inventory a general or special educational situation as a basis for plans of reconstruction and for measures of reform. In other words, thru these Commissions there was a conscious attempt to order and to organize the progressive development of our public school systems. They represented a well defined movement for overcoming the accidental and fortuitous character of educational reform; and for bridging the gap between educational possibilities and educational needs caused by popular apathy and legislative inactivity.

These educational commissions served in a number of instances to contribute, in a large way, to the betterment of the school systems for which they were created. Nevertheless, a careful study of the natural history and the reports of the twenty odd state educational com-

missions that have existed during the past ten years, together with a contrast of first promise and actual performances exhibit clearly an extraordinary amount of lost motion and waste energy. The present opportunity does not permit any thoro diagnosis of the special and general limitations of these educational Commissions. In brief, the chief hindrances to the Commission mode of attack of state educational problems (whether the commission was composed of laymen or professionals) may be summed up as follows: inadequate organization and insufficient funds with which to provide for a competent direction of the necessary connected study of the specific problems of the school system; too much attention to the formulation of laws that did not have the bulwarking support of public opinion; the consideration of the state school system in disjointed sections, rather than an organic institutional whole; too many proposals for reform that were rooted in Commission opinions about schools as they had been or in a bias of what schools ought to be, rather than in live facts about schools as they are today; and most important of all, the absence of a well organized campaign to "put over" the proposed reforms and reconstructions.

The successor of the Commission movement is the survey movement, which attempts to avoid the difficulties that prevented very many of the educational Commissions from delivering to the state the products of their labors.

## 4. Recent School Survey Events.

During the past two years four different projects have created a new interest in the study of state school systems for the purpose of locating and rewelding the weak links in the educational chain. First of these was the New York School Inquiry, begun in 1911. Altho concerned with the problems, characteristic of a great municipal school system, the motive and procedure of the Inquiry quite naturally exerted both a direct and a suggestive influence beyond the municipal margin.

The study of the rural schools of Wisconsin made by the New York Training School for Public Service, (a ramification of the Bureau of Municipal Research, of New York), was the second project of importance. This study was conducted at the instance of the Wisconsin State Board of Public Affairs, and the preliminary report, issued in the Autumn of 1912, aroused wide interest and provoked much discussion and controversy, within and without the state. The particular merits and demerits (for both there were) of this rural school study are not pertinent in this place. The limitations of the report were the natural limitations of an initial experiment. It must be admitted, even tho some of its most important findings and recommendations were smothered in the smoke of personal and party politics, that a new impetus was given to the rural school issue in the state. From the standpoint of a general influence upon educational policy, the facts fully warrant the conclusion that the experiences of the City of New York and of the State of Wisconsin furnished a motive for action in other states.

The legislature of Vermont, under an Act approved November, 1912, constituted a special Commission to study and report upon the educational situation in the state. This Commission was composed of nine persons, at least two of whom were to be experts in or engaged in educational work. With funds at its disposal, and acting under a general authorization for the employment of expert assistance, the Commission invited the Carnegie Foundation for the

*Editor's Note*—The author of the present article has had perhaps a better opportunity than any other educator to observe recent school-survey events and to formulate principles which necessarily must underlie any successful work in this direction. His suggestions are of more than passing interest, particularly in view of the fact that surveys are proposed in several important states.



Advancement of Teaching to undertake the study of the school system of the state.

The report of the Vermont study was submitted to the Educational Commission last December. The complete details have not yet (January, 1914), been made public. The specific recommendations concern the following important items:

a. The recognition by the state of the reorganization of elementary and secondary education, including vocational training, as its immediate and supreme duty.

b. The organization of the office of a commissioner of education upon a basis competent to furnish expert supervision for the public school system. This involves a small lay board serving without salary, and salaries for educational experts of a character to secure the ablest men and women.

c. The problem of revision of the course of study, the establishment of agencies for training teachers, and other administrative details to be worked out by this board and its experts.

d. The State Agricultural College to receive a larger proportion of the generous annual appropriation to the state from the federal government and to be developed along lines calculated to make a fruitful connection between the agricultural college and the industries of farming, dairying, gardening, stock and poultry raising, and fruit culture.

e. That subsidies to higher education cease, giving the colleges a reasonable time in which to rearrange their budgets.

At its 1913 session, the Ohio legislature responding to the initiative of Governor Cox, authorized the appointment of a Commission of three persons "to make a survey of the public schools, the normal schools and the agricultural schools of the state, and the state administration of the same to determine with what efficiency they are being conducted, and to report to the governor with recommendations." The survey thus provided for was actually carried out under the direction of Dr. H. L. Brittain, of the Bureau of Municipal Research of New York, and the results became crystallized, by December, in the form of definite proposals for legislation. After a state wide criticism, which included a monster gathering at Columbus, on December 5th and 6th, these proposals are, at the present moment, receiving legislative consideration. The five principal items are: (a) effective supervision thru the establishment of a county board of education, electing a county superintendent of schools, who in turn will nominate district superintendents for the various supervision districts; (b) training of teachers for rural schools; (c) standardization of schools and the extension of state aid; (d) certification of teachers; (e) the establishment of a bureau of efficiency and economy in the state department of public instruction.

The Ohio School Survey presents the most interesting type of this latest form of school control. In all probability the final outcome of this project will determine, in large measure, the place of the school survey in the educational economy of our states.

In several other states efforts are being made to carry out an intensive study of the public school system. The legislature of Minnesota has created (April, 1913) a Commission for this purpose. In Colorado the department of education of the University has undertaken to make a detailed study of the elementary and secondary schools of the state. Preliminary steps have also been taken by other state universities to do the same thing.

I now propose to discuss in a few brief paragraphs the state school survey from the point of view of public policy and of educational advancement.

## 5. Meaning and Purpose of State Educational Surveys.

Viewed from one angle, the state school survey is merely the cumulation and interpretation of the individual school survey of the lesser administrative units for education. From another angle, however, the state survey is a radically different project from the local school survey.

The underlying conception of the public school system as a social-political institution is that of the *unity, responsibility and authority* of the state for education. The state school survey is centered upon the fundamental issue of inventorying the total resources employed and available for education, and of evaluating those legal and quasi-legal schemes under which the various institutions of education are organized and conducted. The primary, tho not exclusive, end of the state school survey is to determine the degree to which the declared state policy of the equity of educational opportunity is realized for individuals, communities and social groups.

## 6. Extent of the State Educational Survey.

The state survey must regard the educational system of the state as a unit. It must not content itself merely with comparing and ranking the instruction given in local systems of elementary and secondary schools. The extent to which the entire school system functions, as an institutional whole, will constitute the center of endeavor of the survey. It will, therefore, include all the public educational activities belonging to the state school system. This larger end will be accomplished by a series of intensive studies. Suggestive of the meaning of these the following major projects\* are submitted as demanding, for each of our states, that careful and detailed study without which the extension and betterment of educational facilities and opportunities await the uncertainties of political exigency and legislative inertia.

The accurate determination of:

a. *Public Educational Needs:* To be formulated in terms of a method whereby the actual number of children, over four years of age and under twenty, belonging (a) to each age group, and, (b) to each of the several economic and social classes, may be known at any time for every community in the state. This determination to be the necessary first step for the reorganization of the existing inadequate school-census methods and records.

b. *Utilization of Educational Facilities:* To be formulated in terms of actual school attendance, school progress, and extent of withdrawal, for a sufficient area to warrant state wide general conclusions.

c. *Financial Resources—Applied and Potential—For Different Educational Purposes.*

d. *Units of Cost for the Different Grades of Schools, and for the Several Varieties of Instruction.*

e. *Factors (including preparation, conditions and tenure of service, compensation), Entering Into the Status of the Teaching Profession.*

f. *Co-ordination of the Different Units and Institutions of the Educational System.*

g. *Efficiency of Local Lay Administration of Education.*

The self-evident extent and complexity of the state school system presents the principal danger to the effectiveness of a survey. Superficial scrutiny of the manifold activities and institutions involved in the typical state systems of today will yield little more than commonplace conventional conclusions. Concentrated, intensive study of what appears to be sources of weakness and wastage promise the only basis for rational reorganization and reconstruction.

\* These are suggested as typical. The list is not inclusive.

## 7. Duration and Frequency of the State Educational Survey.

In its most effective form the state educational survey will not be an intermittent undertaking; not an incident to educational development; not a temporary attachment to the machinery of control of the school system; not an incubus to the existing constituted agencies. On the contrary, it must be recognized as an essential and permanent factor for the progressive and intelligent development and expansion of the school system. The agencies responsible for carrying forward the survey of the educational system, which is, in reality, the audit of educational debit and educational credits, will be established and organized as a regular department of the general state administration. On this basis the survey is, as it should be, a continuous undertaking.

## 8. Agency for Carrying on State Surveys.

Under our system of democratic government, public education will always be affected by those forces that determine those attitudes and policies designated as political. To enter into and become an influential factor in the social development of the state the public school system cannot avoid close and vital contact with the political life of the state. Only thereby will the public schools become thoroly integrated in the composite institutional life of the state. This consideration warrants the position that the state survey should be under the general direction of a public body syndicated from representatives of the principal departments of state government including public instruction and representatives of the larger social interests of the people. This body should be independent of the officers and authorities legally established for the administrative and supervisory control of the school system.\* Practically the immediate responsibility for the detailed conduct of the survey should be entrusted to a competent educational director, responsible to the body employing him and to no other organization. The necessary working and field staff, varying with the extent and character of particular undertakings, will be provided to this director for carrying forward the special projects approved by the general survey board. It should be recognized that items such as those already referred to above are not so recondit or so technical in character as to preclude the possibility of study thru methods not far removed from those of refined commonsense. The state school survey finds its chief justification in serving as an instrumentality for centering a conscious public attention upon educational needs and conditions. The assumption of the attitude that the work of school surveys involves the application of a highly complicated technical knowledge and procedure is a real danger that will need to be avoided.

## 9. Method of Conducting State Surveys.

Properly organized and conducted the state school survey will admit the major educational issues to critical and constructive analysis by a combination of the following general methods: (a) *Historical:* Without the historical perspective of the development of the system from which specific educational problems arise, there may be no intelligent and balanced consideration of the forces that must be reckoned with in the process of reform. (b) *Co-operation:* Only by the co-operative service of a relatively large number of individuals who are in close, working contact with the educational system may that system be made the object of a serviceable

\* My own personal judgment is that some such body, organized and constituted as is the Wisconsin State Board of Public Affairs, provides an efficient instrumentality for this general direction. This board is composed of the governor, the secretary of state, the president pro tem of the senate, the speaker of the assembly, the chairman of the finance committee of the senate and three other persons appointed by the governor and approved by the senate.

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# The Junior High School Idea in the Small Town

By SUPERINTENDENT F. L. WHITNEY, Grafton, N. D.

The following statement may be of interest to superintendents in small towns who are contemplating the reorganization of their upper grades along departmental lines. The aim is not to say anything new about the junior high-school idea in the abstract, but to show how it may be used effectively in an environment wedded to past methods of organization and where the limitations as to available rooms and teachers are very apparent.

Three factors must be won to a co-operative attitude at the start before success will be assured, (1) the local board of education, (2) the teachers effected, and (3) the pupils and their parents in the grades reorganized. The third factor may be reached thru the use of the public press and thru the teachers. The teachers themselves will need to be educated to the point where they thoroly believe in the scheme and have a sufficient body of facts with regard to it so that they may help win over the pupils and their parents. In approaching the board of education, the superintendent must be fully prepared with facts and figures as to the number of pupils in the group, the number per teacher, the saving in money to the district, the studies each teacher will handle, the number of rooms needed, and all data having to do with the physical aspect of the problem. These will differ, of course, in every community. But in every school district where this scheme is tried there is one method of approach possible and equally effective. This is an investigation of the conditions of all the pupils in the schools to determine the number retarded and to find out which grades are most affected by the presence of laggards.

## The Retardation Factor.

The retardation charts used in our case are printed below. They follow the ideals and terminology of Dr. Ayres of the Russell Sage Foundation of New York City. Retarded means above normal age for the grade in which a pupil is found, and the normal age is determined by starting on the basis that pupils enter the first grade at the age of six to six and one-half years and are not retarded during their course. If this be true, the normal age in the first grade will be six to eight years; in the second, seven to nine years; in the third, eight to ten years, etc., to the twelfth grade where it will be seventeen to nineteen years. In the charts the stair-

like line passing down from left to right separates the retarded pupils from those of normal age in each grade. In this manner the number retarded and the percentage of retardation is determined. A cursory glance at the charts shows that the greatest percentage of retardation is found in the upper grades.

Starting from this fact, it is very easy to argue the benefits to the individual pupil of departmental teaching. These need not be given here, but it will be noticed by an examination of the daily program printed below that specific opportunities are given each day for the teachers to come into personal contact with individual pupils needing especial attention. This is indicated on the program by the word "Consultation."

## Organization of the School.

The actual form which the junior high school reorganization will take will be determined in any town by the number of rooms and teachers available for this use. The ideal should be identically the same as in the case of the ordinary senior high school, but in the ordinary small town this is not possible to start with. We have found that it is not advisable to exceed the North Central limit of thirty pupils per teacher even tho plenty of space be used. The number of teachers will also be determined in the first place by the number of rooms which can be used. A large assembly room with two recitation rooms or two small assembly rooms with two recitation rooms could accommodate four teachers. The latter condition is ours. The number of teachers will determine the number of grades which may be combined for reorganization. Theoretically the junior high school includes the seventh, eighth, and ninth grades—the six-three-three plan. This is the group assembled in many of our larger places. But in most of our small towns this will not be possible because of the physical limitations. We have combined the seventh and eighth grades and have thrown away the bars between the eighth and ninth, so that many of our pupils are carrying work in both the eighth and ninth grades, are members of both the junior and the senior high schools. Our theory is that when a pupil has completed a unit of work in any grade he should have definite credit for it and not be required to take it over again because he has not completed all

studies required in that grade at that time. This throws a ray of hope into the gloom of the traditional laggard. He is no longer condemned to be held back and to go over and over again *ad nauseam* studies from which all the juice of interest has long ago been squeezed out.

Some systems are including pupils of the sixth grade in the departmental reorganization, but the consensus of opinion seems to be that these pupils are too young to benefit fully from such a scheme. They probably need the "home" atmosphere and influence of the single teacher for the semester unit of time. It is thought also that at the beginning of the seventh grade, at about the age of twelve years, is the proper time to begin the departmental work because of the developmental period into which the average child is then passing. This is the beginning of adolescence when in the case of every normal boy and girl profound changes start to operate both physically and mentally. A new experimental spirit emerges, new ideas and ideals, new hopes and thoughts come into consciousness; and for this reason a larger opportunity than is possible under the old plan should be given for choice of activities, for differentiation in courses of study. An ideal differentiation necessitates a big plant and many additional teachers, but nearly every small town will be able to give each pupil a choice along two principal lines of endeavor. Courses can be arranged (1) for those who have a greater aptitude for the manual arts and are not sure to continue their school life after grade eight, and (2) for those who are preparing for senior high-school work and possibly for college work later. The former are "hand minded" children, the latter "book minded." No superintendent has a right to arrange a course of study for the exclusive benefit of either type of child.

## Teachers and Principal.

Ordinarily the superintendent of the small town will be obliged to begin the new departmental group system with teachers of limited experience and with no former experience with this type of work. The inertia of habits formed under traditional conditions will have to be overcome. "What has been" is a mighty argument when a change is proposed. The first factor in success is the superintendent himself. If he is able to furnish a proper atmosphere of enthu-

RETARDATION CHART.  
Grafton, N. Dak., Jan. 21, 1913.

AGE	1	2	3	4	5	6	7	8	9	10	11	12	Total
6	49	8											57
7	6	23	9	2									40
8	2	11	19	5									37
9			5	22	6								33
10			6	11	14	12							43
11			2	2	5	20	8						37
12				5	5	11	12	2					35
13			1		7	6	17	17	5				53
14				2	5	12	9	22	10				60
15				1	1	7	6	14	10	9	1		49
16					1	1	10	9	14	9	4		48
17								3	5	8	11		27
18						1		2	5	6	8		22
19										2	2		4
20									1				1
21													0
21+											1		1
Total	57	42	42	47	40	56	58	44	56	44	34	27	547
Retarded	2	0	0	7	15	13	21	16	15	10	8	2	118
Percent	3.5	0	21.4	14.8	37.5	23.2	36.2	36.3	26.7	22.7	23.5	7.4	21.5

BOYS' RETARDATION CHART.  
Grafton, N. Dak., Jan. 21, 1913.

AGE	1	2	3	4	5	6	7	8	9	10	11	12	Total
6	25	4											29
7	4	12	1	1									18
8		8	11	1									20
9			2	16	2								20
10			2	5	7	5							19
11			1		4	6	1						12
12				1	4	6	3	1					15
13				4	4	8	7	2					25
14					5	6	6	8	2				27
15					1	4	3	2	7	4	1		22
16						1	6	2	8	2	1		20
17								1	3	6	3		13
18						1		2	3	2	3		11
19											1		1
20									1				1
21													0
21+											1		1
Total	29	24	17	24	21	27	24	23	18	23	14	10	254
Retarded	0	0	3	1	8	10	12	9	6	6	2	2	50
Percent	0	0	17.6	4.1	38	37.8	50	39.1	33.3	26	14.8	20	23.2

GIRLS' RETARDATION CHART.  
Grafton, N. Dak., Jan. 21, 1913.

AGE	GRADE												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
6	24	4											28
7	2	11	8	1									22
8	2	3	8	4									17
9			3	6	4								13
10			4	6	7	7							24
11			1	2	1	14	7						25
12				4	1	5	9	1					30
13			1		3	2	9	10	3				28
14					2		6	3	14	8			33
15					1		3	3	12	3	5		27
16						1		4	7	6	7	3	28
17									2	2	2	8	14
18										2	4	5	11
19											2	1	3
20													0
21													0
21+													0
Total	28	18	25	23	19	20	34	21	38	21	20	17	293
Retarded	4	0	6	6	7	3	9	7	9	4	6	1	62
Percent	14.2	0	24	26	36.8	10.3	26.4	33.3	23.6	19	30	5.7	21.4

siasm so that periods of discouragement may be tided over and at the same time if his other duties permit him frequent opportunities to confer with the faculty of the junior high school and to help solve knotty problems, all will be well providing the second factor of success is found adequate. This second factor is a proper person to act as principal.

One of the great benefits of the new scheme is the fact that the pupils handled constitute a single unit where a strong group consciousness may be developed and directed into channels where experience may be gained which will be of immense use in that segment of life which will come in after-school days. This will be impossible unless the teachers constitute a unit in aims, sympathies, ideals, methods, and ideas. The principal will be largely responsible for this happy result. Probably the ideal junior high-school principal will be a young man of a strong personality such as will influence his pupils toward high ideals and lofty purposes such as are normal at the adolescent period of development. But the small town is rarely able to pay a price as salary sufficiently large to attract and hold a man of this type. The young man without any teaching experience will hardly succeed as he lacks many qualities which are absolutely necessary and seldom has the aptitude for attention to infinite detail which will be required. The superannuated school master, a type which sometimes applies, past the enthusiasm of maturity and the ideals of youth, with his sympathy with young things largely atrophied, is undesirable in every way. A number of superintendents have found that it is safest to employ as principal an upper-grade woman teacher of a number of years of experience but still in the plastic stage of pedagogical development. If she possess proper qualities of control and sufficient tact to unify the endeavors of teachers and pupils, she will succeed.

#### Courses and Credits.

The course of study given below explains the terminology used. This new terminology is not at all necessary, but has been found to be useful in adding interest to the arrangement at its inception. The unit of time in each study is the semester, or half year, instead of the year, as in some senior high schools. In the Grafton High School, however, this time unit is continued, and each pupil is given definite credit for a half year's work creditably completed in any sub-

ject. The ABCD, or literal, method is used in recording credits. Studies are divided into two groups, full-credit and half-credit courses. The unit of time in the semester is the same, but the actual time used in pursuing the half-credit courses is less than in the others, as very little preparation is required before class or laboratory periods. Twenty-eight credits are required to complete the work of the Junior High School; twenty-two full credits and twelve half credits.

In conclusion it may be said that if any superintendent in a town of from two to five thousand people is convinced that the departmental plan of teaching should be extended into his upper grades there is no reason why he may not undertake the reorganization, provided he will wait to act until he has thoroly grasped the problem in all its aspects and has all data necessary ready to marshal in convincing all concerned that the new plan is worth while and will succeed. It

## How Shall the Superintendent Measure His Own Efficiency?

By WILLIAM McK. VANCE, Superintendent of Schools, Delaware, Ohio

It will be well for the superintendent who would calibrate himself to have a clear understanding of the principal standards of measurement.

First, the superintendent to be successful must come into his position with adequate preparation and in the right manner. No man can do effective work who lacks the training of two schools—the school of real scholarship, whether obtained in a fresh-water or a tide-water university, or in no university, and the school of successful experience in earlier and more elementary situations. Nor can he do his best work in a field which he has entered in any surreptitious, haphazard, bargaining or compromising manner. He deserves not to survive such a handicap.

The second essential is that the superintendent's heart must be right. The stethoscope of conscience must show that it beats true to every high ideal and purpose and practice. Only an incomplete success can be hoped for by the man who is careless of even the conventions of life;

Abstract of an address before the Department of Superintendence of the National Education Association, Richmond, Virginia, February 23-27, 1914.

may be said further that unless he is able to give practically all of his time to managing the new group at first he must expect that the first semester's work will be successful only in a moderate degree. In fact, the work done and the results noted ought to increase in efficiency and value year by year. One method of measuring this is by means of making retardation charts at the beginning of each succeeding semester. It is not claimed, of course, that the junior high-school scheme is a panacea which will cure all the ills school systems are heir to, or that it will always decrease the percentage of retardation. But it is very likely to do this, and if it is found that the percentage does not become smaller semester by semester it is time for a school survey which will expertly take stock of all the factors in education in use to locate the weak springs, the missing cogs, and the cracked journal boxes in the school machine as a whole.

but he who despises the weightier matters of the law, however scrupulously he may tithe the anise, mint and cummin of accepted social standards, is doomed to certain failure.

Third, the efficient superintendent is a man of ideals. He has a profound feeling for the best there is in the educational world, and he has his antennae out like the wires of a Marconi station to catch all messages attuned to this feeling. He instinctively rejects the unworthy in educational theory and practice, or rather, they never touch him, for, to carry the figure a step further, his soul, like the coherer of the Marconi instrument, is set to a higher note.

Such a superintendent has, of course, imagination—the ability to see things in their higher and more subtle relations—and the constructive imagination is, we all know, one of the most practical things in life.

Fourth, our self-testing superintendent should be a man of affairs. He should know not only the details of the school plant and equipment, from pens and ink to plumbing fixtures and vacuum cleaners, but he should be an expert in school architecture, warming, ventilating,

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# A MODERN SCHOOL SAVINGS PLAN

By CLAY W. HOLMES, Elmira, N. Y.

A splendid article appeared in the November issue of the *School Board Journal* on School-Savings Banks and Thrift. It outlined the plan originated in this country about 1885 by the late Mr. J. H. Thiry, and continued since his death by Mrs. Sarah Oberholtzer of Philadelphia. The writer of this article is a savings-bank man, and evidently views the general subject from that standpoint. There is no objection whatever to that fact, or to any of the statements he makes, but in the consideration of the educational side much more may be said, and the workings of other plans only add material for thought to what has been said. The writer being a national-bank officer, president of one of the largest savings and loan associations in New York State, and a member of its board of directors for 34 years, also a member of a board of education, is prepared to see the subject from every side, and will endeavor to present material for thought which does not in any way antagonize Mr. McWilliams' statements, but rather throws light on some points not distinctly brought out in his paper.

## Three Periods in Thrift Teaching.

The school-savings plan, which in fact is the plan of teaching children to save money and give them habits of thrift, is capable of division into three distinct branches, and each must be carefully considered on its own merits. There are three periods in the life of the child, and in each there must be a different method.

The first period is from birth to the age of six, properly called "the cradle." During this period the burden of teaching the child rests entirely with the parents. They procure the "bank" and in it deposit the pennies. The babe uses the bank as a rattle box and becomes familiar with it. Next as a toddler the child is taught to put the pennies into the slot and see them disappear. When the bank is full the parent takes it to the savings bank or some other institution for savings, and opens an account for the child. During this period the only real point gained is that the parents have laid by a "nest-egg" for the infant.

The second period begins at six years, when the child becomes of school age, and properly runs thru the grammar-school period to twelve years. The third period begins when the child goes from the grammar school to the academy, or high school, and can be called the academic period. In these two periods the educational factor appears, and a large share of responsibility shifts from the parent to the teachers.

When the child steps from the nursery into the primary grade there are two distinct influences encountered, (1) that of the teacher, (2) that of other children destined to be associates and close companions for the entire period. The teacher exercises simply a guiding influence. The important factor is what other children do, and the success or failure of any plan of this kind is entirely dependent upon it. The good work of the teacher molds the character of the child and, if properly applied brings success.

Now, the entire question of the success of the school-savings plan, either as a means of saving money, or as an educator for thrift, hinges upon this second period, and in fact upon the first year of the child's school life. The purpose of this article is to bring before the educators of the country some thoughts on an improvement in the method of operation, and to prove the theory by citing actual results under the new plan.

## The Thiry Plan.

There is no one who can dispute the fact that any plan which teaches children to save is good,

but there may be different and better methods than those which were introduced thirty years ago. Without any wish to decry for one moment the excellent work of the late Mr. John H. Thiry, or his splendid successor, Mrs. Sarah Oberholtzer, I wish to point out certain defects in the Thiry plan. The points made were submitted to Mr. Thiry before his death, and he frankly admitted that they had much merit, and had he lived the two plans would doubtless have been merged. This consideration embodies two important factors, (1) the school work, (2) the physical property of the "bank." As to the school work, the Thiry plan embodied the taking in of money by the teachers in "banks," the opening of these banks by the teacher or principal, the keeping of the accounts with the individual pupils by the principal, and the deposit of the receipts in one sum in some savings bank in the name of the principal. The savings banks were not willing to accept the money direct from the pupils and keep accounts with each one, and in fact, the law of New York State would not permit it at that time. The great objection to this plan was the amount of time consumed by the teachers and principal in doing the clerical work. This might be argued at some length, but it must be evident to any reader that the objection is well founded. Naturally teachers were antagonistic, because it entailed much extra labor with no additional pay. The plan was introduced into the schools of Elmira very soon after Mr. Thiry started it, but was given up as a failure within two years because of the objection cited above. The board of education endorsed the complaints made by teachers and directed the discontinuance of the plan. The law created another defect in the plan, because a minor could not have dealings with any financial institution except thru the medium of a parent or guardian, and as a principal could not act as guardian for the school children en masse, it was illegal to conduct the school banks.

## The Elmira Plan.

This situation was relieved in 1905 by the passage of a law by the New York Legislature, which provides that savings and loan associations may deal direct with minors without the intervention of a parent or guardian. Some other states have already passed the same law, and it can be made to apply to savings banks as well as savings and loan associations.

In 1910, Mr. Don C. Bliss was appointed Superintendent of Schools in Elmira, and one of his first moves after taking up his work was to have a conference with the writer on the subject of introducing some method of school savings in the grammar schools of the city. Since the failure of the Thiry plan in 1886 the board of education had opposed any further move along that line, and no effort had been made on my part to take up the work as a school proposition, altho the Chemung Valley Mutual Loan Association had for several years conducted the "bank" plan with the infants at home represented by the "first period" mentioned above. During the years of its operation about one hundred and fifty banks came into use, and perhaps \$3,000.00 accumulated as children's savings. The fact that Superintendent Bliss favored a school plan, and that the board of education was ready to endorse any suggestion he made, led me to immediate effort toward devising a plan. Much previous study of the question enabled me to devise a plan, which was presented to Superintendent Bliss and at once approved by him. The board of education authorized its introduction into the grammar schools. The only preliminary announcement explaining the working of the

plan was a brief circular, which was given out to every pupil on Friday afternoon. On the next Monday morning, November 7, 1910, the plan was put into operation. There are ten grammar schools in the city of Elmira, having 115 rooms, with about 4000 pupils. The result achieved was deposits by 1142 pupils, over 32 per cent of the entire enrollment, amounting to \$650. There were 35 deposits of 1 cent each; 15 of 2 cents; 146 of 5 cents; 181 of 10 cents; 35 of 12 cents; 61 of 15 cents, and 52 from 15 to 25 cents, making 584—over half of the entire number in amounts not over 25 cents. When it is considered that this start was just when Christmas spending was the chief topic, it is a wonderful showing, especially if the fact of little previous notice is taken into account.

## Causes of Success.

The total results of the first school year, running from November 7th to May 30, 23 deposit days, were 22,301 deposits amounting to \$7,153.47. The second school year brought 23,593 deposits amounting to \$7,940.72; the third year 26,717 deposits, amounting to \$8,690.31. The first half of the present school year had 16 deposit days, on which there were 14,046 deposits amounting to \$4,767.72. The grand total of money deposited in the three and one-half years, less amounts withdrawn and with dividends added, is \$22,650.22. The first deposit after the holiday vacation is always large, as is the first of the school year. These deposits aggregate from \$650.00 to \$750.00, but it remained for the first deposit of the year 1914 to beat the world's record of school deposits. On Monday, January 5th, there were received 1101 deposits amounting to \$1,047.33, which swells the grand total to \$23,707.85. There are 2,943 names on the deposit roll at this time, being about 75 per cent of the registered attendance.

With these figures before us, an analysis of results and explanation of the plan become interesting. It will be noted that the results of each year show an increase, which is logically proportionate for the first three years, but the present year gives a gain so much larger than previous years that it is difficult to explain it in any other way than that you cannot stop the children when they get started. No effort of any kind has been put forth, either general or special, to induce an increase of deposits. The only thing which has been done is that the Board of Education has requested the Superintendent to direct the principals to see that the teachers gave proper and faithful attention to the work. It was the misfortune of the board to lose the services of Superintendent Bliss by resignation soon after the plan was adopted. His very capable successor, Mr. Asher J. Jacoby, was not familiar with the workings of the plan, and left the management of it to the writer.

## Influence of Children on Each Other.

The influence of children upon each other, as noted previously, is exhibited in a very marked degree in the working of the plan. Strange as it may seem, many depositors in a schoolroom deposit similar amounts. Every child wants to give the same amount as that given by a near companion. To this same influence is due the receipt of half the number of deposits received, or more. If a leading spirit in a room of 25 pupils is against the plan, and there have been fifteen pupils making deposits, they will soon drop to one or two, and the reverse is true. It is an interesting study. Many facts might be cited to prove this wonderful child influence, but they all go to show that the schoolroom is the best and only place to properly educate children in ideas of thrift, and the figures given above







# MOVING PICTURES

By CHARLES A. KENT, Moving Picture Operator, Social Centers, Chicago

(Conclusion.)

## The National Board of Censorship.

With the many abuses which naturally crept in early in the promotion of motion pictures, arose the inevitable demand for some source of wholesome criticism and control. A voluntary organization made its appearance in March, 1909, called the National Board of Censorship, composed of public-spirited men and women, persons of prominence and standing, representatives of municipal government and social organizations, including representatives of the principal film manufacturers. An organization was effected under the encouragement of the People's Institute of New York. The judgments of that board have been so universally accepted and respected that a verdict of that board is eagerly sought by most manufacturers of the country before a film is launched on the market, even though as sometimes is the case, money loss will follow attempts to correct or re-stage a production in conformity to the censorship board's recommendations. Out of, perhaps, every twelve subjects censored, one is strictly "educational," the balance being dramatic, amusing or scientific. Not all films are passed favorably, because some are obviously vicious, inartistic, unethical, beyond possibility of "patching" to make them "go."

## Educational Applications.

The nineteenth century gave us the laboratory; the twentieth, the moving picture. The laboratory represents, in precise technique, accuracy of observation and experimentation, and correctness of inference—the high-water mark of effective educational tools. In like manner, the kinetoscope, with its alluring, shifting scene, its compelling reality, its limitless range of subject matter, represents in this country the most highly evolved educational instrument yet put before us. Rightly used it is one of the most valuable allies and supplements to school instruction yet offered, historically and dynamically considered.

To understand why the motion picture has such remarkable excellence as an agent in instruction, we must realize that education in home and school is more or less artificial, and to be highly productive and permanent, must rightly be engrafted on nature's capital—the child's hereditary endowments. We must utilize, instead of suppress, native capacities, instinctive tendencies, inherited nervous organizations. To rear aright the ideal character structure, we must divert inherent tendencies aright by appealing to instinctive interests and the hereditary forms of attention. In doing this it is important to bring into use the stimuli which play a dynamic role in mental development, such as living, rather than dead things, colored rather than colorless stimuli, contrasting impressions, varied, novel, recreative and constructive elements of child nature. Play, arising from instinctive interests, to be supplanted later by work interests, demands a certain amount and kind of habits which for centuries were, and still are, necessary for self-protection.

## Attention and Motion.

One compelling factor of the moving picture in educational work is that its effect is based on the dynamics of spontaneous attention, and upon laws which govern our natural tendency to give heed to the things of the sense world coming to our mental vision thru external stimuli. Our instinctive tendency is to attend to *moving* things. The stereopticon illustrates static things; the moving picture delineates processes at work, appealing at once to contrast,

change, variety and curiosity and the sense of play. Its *realness* exceeds in variety and accuracy the range of even the laboratory or of travel itself. The latter remark may be doubted. However, a case in point, illustrates. The past winter I gave several films of Yellowstone Park, one being of "Old Faithfull" geyser. A few months before, I had personally witnessed the eruption of that strange phenomenon. The photo-picture had been taken under the best possible favorable conditions. The day I was near when it erupted, the wind was strong, the air filled with haze and the motion picture film presented a better view of the geyser than I had been permitted to enjoy on the spot.

Easily can I see the growing use of the motion picture to popularize instruction, for it may even now be had far below the price of "grand opera," saving the expense and inconvenience of travel, withal putting into the experience of the poorest stay-at-home food for reflection, satisfaction and delight.

From the educational point of view, the moving picture is potentially the unique educational tool of the twentieth century, but we have been slow to appreciate its value as a medium for imparting knowledge. The amusement feature has been suffered to overshadow the educational potentiality of it. With one of the best educational contrivances the times afford, for arousing instinctive forms of attention within hand's reach of us, we are content, apparently, to go on *demanding* voluntary attention thru the traditional media, and let the child fight out for himself, often disastrously for him, the battle against fatigue, wandering attention, nervous strain and forgetfulness.

## A Broader Use of Motion Pictures.

It is said that schools are no place for the motion picture. It might not be needed there, if you dismiss the appeal to spontaneous attention, in utilizing it to further present methods, enhancing their effectiveness, save for two situations that exist: (a) Pictures shown in many theaters are with poorly arranged lighting, over-wrought sceneries, etc., and (b), the effect that night attendance makes on young school children, wherein they lose sleep, having gone to bed with highly-sensitized emotions, restless dreams, etc. Placing the motion picture in the school brings to the child sufficient wealth of pleasure to satisfy, and it is under educational direction, public support or criticism, depending on the merits of its management. It has been found not so easy to regulate private interests of the same kind.

It is felt in school work that the school plant should be something more than educational. Sociological, indeed, let us say, will the schools soon be, more and more, if the signs of the times are read aright. In the 1912 presidential campaign, two of the three leading candidates pleaded for an extension of the use of the public school buildings by the people out of school hours, and the time seems auspicious to enlarge the schools to be of greater use to the people who support them.

The motion picture has come to stay apparently. It appeals to spontaneous attention as nothing else does. Its use in dramatization, pageantry, industries, processes, peoples, growing plants, animal life, travel, etc., covers the universe of observable matter. Correct and clear impressions are fixed as no hitherto-used process was able to do. There is a motion picture machine in my school and the other day we were putting on the screen the great steel mills of Gary, Indiana. In the pictures one saw the

train-loads of molten steel transported hither and thither, finally to the place where it was poured into moulds, then carried, after a little cooling to the "soaking pit," there re-heated, then lifted and hurried away to the rolling mills where giant rollers reduced the mass speedily to the finished rail sixty feet long!

Several hours later, I asked the children of one room how many had hitherto ever thought how a rail *might* have been made. I got three answers. One lad presumed the melted steel was poured thru a steel plate the shape of a cross section of the rail and cooled as fast as it ran thru, somewhat resembling I suppose, the operations of a "shot" tower; another youngster—this one in the sixth grade—said he thought it was like "candle-moulding," where the steel was poured into a mould and then "spul'd out cold like a saddle." The third boy supposed that men took chisels and hammers and went to the iron mine and carved out the rail, much as one might get a granite monolith out of the hills of Vermont. All three boys knew correctly and very much more about rail making, after seeing for twelve minutes the Gary mills portrayed on the moving film.

## Family Life in the City.

There is a feeling, not well clarified, however, as to its betterment in my own mind, as yet, that in cities perhaps most commonly, the family tends to drift into differing angles of vision and differentiating lines of appreciation of things about them. The father comes from the store or shop late and tired at night, and all too frequently eats his meal at a different time from the children. The children, perhaps, eat first and are away, and out on the street by the time the father comes home. The mother sits wearily down after all are done, to quietly enjoy as she can, the regular meal. The evening sees the father set out for his club, or the saloon, to chat with his friends, among men he gets to know; the boys and girls go on the street or among their neighbors; mother washes up the dishes and gets off to bed. Thru it all there is no *common ground of experience*, hence no common topic of conversation at mealtime or any other time! The motion picture entertainment, either at a safe theater or in the public school building down the street, after supper, would take the whole family to a common source of enjoyment and recreation, weaving thereby a stronger band of family love and esteem. So long as the mother finds greater enjoyment in the neighborhood whist club or the father in the saloon around the corner, the children are in the making for "undesirable" citizenship, where juvenile courts are called upon and probation officers find work to do.

## The Commercial Factor.

Manufacturers of films, and renting agencies, are coming to the help of educational motion picture exploitation just as fast as there is a call on them for that material. The reason we lack variety and quantity of material now is because the patronage by the schools and churches is so limited—so few, relatively, yet starting. Once let schools recognize the charm and place of high-grade pictures in an educational program, thus availing themselves of a powerful agency in the cause of education, which to this time is largely availed of by those operating for money, all too frequently barren of educational result—once let a field open where the treasures of the world will be acted or reproduced on the screen in animated display in churches and schools, and makers of films

(Concluded on Page 64)



# THE RICHMOND CONVENTION

Meeting of the Department of Superintendence of the National Education Association

(Editorial)

A thoroly profitable, as well as enjoyable, convention is the best characterization which can be applied to the Richmond meeting of the Department of Superintendence and of the allied educational organizations. With physical conditions of the best, a timely and well balanced program, a large and enthusiastic attendance, a great variety of educational as well as social entertainments, there was nothing that did not contribute to make the convention one of the best, if not the best, which the Department has held.

Strictly speaking the meeting was not a "superintendence" convention—nearly every branch of educational work was represented in the program and in the attendance. The problems of supervision, as such, received the least attention, even tho the administrative aspects of every subject were very much emphasized. As has been the case in every recent convention, vocational education, school surveys, the element of economy of time in the school program, and the rural school held the center of interest. The influence of college departments of education in shaping educational policies was distinctly noticeable even tho it was apparent that the most practical, to-the-point discussions and suggestions came from superintendents and others actively engaged in the work of administration and supervision.

## Local Arrangements.

No city ever cared for a meeting of the Department more hospitably, more generously or more carefully than did Richmond. The cordiality and the friendly solicitude of the school authorities of the city and of the citizens' committee was so genuine that no man or woman who made the journey but felt that he was a welcome and honored guest. Prof. J. H. Saunders and Supt. J. A. C. Chandler kept every promise which they had made a year previous in Philadelphia. They and a committee of principals were on hand early and late, looking after the comfort and pleasure of the members. Numerous excursions to Petersburg, Hampton and Charlottesville were arranged at the expense of the city. The ladies were entertained at receptions and luncheons and the home of the Governor of the state and houses of historic interest were opened to the members.

The Jefferson Hotel in which the headquarters were located has an ideal lobby for convention purposes; the city auditorium was more than ample for the evening sessions; and the John Marshall high-school auditorium was able to seat every man interested in the day meetings. The last mentioned building is located close to the hotel section of Richmond and proved splendidly adapted for the needs of the convention.

For the association, Secretary Springer and his assistants managed the registration and looked after the general conduct of the convention. Thru Mr. Springer's energetic attack on the railroad rate problem the annoying formality of registering certificates was entirely dispensed with. The members were enabled to purchase, at home, low rate tickets which were only visced at the depots. If similar concessions can be obtained in future years the railroad difficulty will be overcome for all time.

## The Program.

The program was average in interest and importance, considering the high standard which the department has set for itself. There were the usual number of disappointments and a few grateful surprises. With two or three minor exceptions President Blewett held the speakers to their time limits. It was noticeable that sev-

eral of the "big" men came almost wholly unprepared and read, haltingly, manuscripts which gave evidence of hasty, ill-digested proposals and poorly balanced arguments. It is a remarkable fact that educators who should be models in this respect inflict upon their audiences efforts which an ordinary trade convention would not tolerate. A convention like that at Richmond costs the men who attend a total of not less than \$40,000 or \$50,000 per day and the few hours available for the program should not be wasted in ineffective, uninteresting talk.

## The Meetings.

As a presiding officer President Ben Blewett was enjoyable in his slow, dignified but very brief introductions.

The opening session of the Department was a disappointment as an educational program. The heartiness of Mayor Ainslee and Superintendent Chandler's addresses of welcome aroused an enthusiasm which the dry response of Principal J. M. Green of the Trenton, N. J., Normal School and the chilly condition of the meeting place failed to sustain. Later the paper of Dr. Edward T. Devine on "Education and Social Economy" emphasized the influence which education must have in solving the three great problems of poverty, disease, and crime.

## The Second Day.

The vigorous spirited address of Dr. David Snedden and the no less forceful rejoinder of Prof. Wm. C. Bagley on the "Fundamental Distinctions Between Liberal and Vocational Education" aroused an enthusiasm such as educational meetings do not ordinarily awaken. Dr. Snedden warned the superintendents of the danger of pouring public funds into sham vocational instruction.

"Manual training is good," he said, "as a part of liberal education, but it is only make-believe vocational education. The household arts instruction of our high and elementary schools, considered as an element of general education is excellent but we must not allow it to masquerade as true vocational training for women's trades or for home-making. Agricultural instruction in high schools of general education is good, but it is our duty to warn the public that, as ordinarily carried on, it has little more to do with the making of successful farmers than have Latin or algebra.

"We must learn that true and efficient vocational training is something vastly different from general or liberal education, especially in secondary schools and colleges. True vocational education must not be bookish; it must center in the shop, or the field, or in the home.

"Its teachers must first of all be people who have had the training and the practical experience which would enable them to succeed as trade workers, farmers, home-makers or as followers of a hundred other special occupations which must eventually be taught in a new type of vocational public school.

"Liberal education for the boy who eventually becomes a mechanic should aim to make of him a man with cultivated tastes for music and for literature; it should make him feel the responsibilities of citizenship and should give him some insight into the best methods of discharging them.

"Liberal education should train mind, taste and character, so as to make a man who is capable of so utilizing the resources of civilization as to benefit himself and to benefit other men who produce and who also utilize the goods of civilized society. But vocational education must make the producer rather than the consumer of

utilities. Liberal education seeks to produce the broad, appreciative man; vocational education the intense, skillful, productive man."

For the practical administration of vocational education Dr. Snedden urged separate organization of vocational schools, at least for the present, with independent sources of income and separate management.

## Trade and Continuation Schools.

The practical aspects of vocational education as related to the establishment and conduct of Trade, Part-Time, Continuation and Shop schools received due attention in the afternoon session which immediately followed. The addresses related the results of actual experiments which had been successfully inaugurated. Supt. R. J. Condon spoke of the part-time schools and continuation schools of Cincinnati and showed how these have been wielding a wonderful influence by reaching into the shop, the store, the factory and the warehouse bringing child workers back into the classroom, giving them broader interests and directing them along lines of intellectual and industrial self-help.

F. W. Thomas of the Atchison, Topeka and Santa Fe Railroad discussed the Shop School illustrating his argument by relating the history and the work of the Santa Fe Railway schools which at present have 800 apprentices enrolled, under thirty teachers. The wonderful results obtained from these schools by which skilled mechanics of every branch are being turned out aroused much enthusiasm. According to Mr. Thomas the schools, in addition to teaching the three R's and the elements of trades, seek to make the boy understand the value of time, inculcate a spirit of work, obedience and respect for authority and dissuade him from the evil habits of using tobacco, alcohol and profanity.

The paper of Lewis Gustafson of the Ranken School of Trades of St. Louis described the work of the institution of which its author is head. Mr. Gustafson took the position that the cost of the strictly trade school is so great, and the scope of its activities so limited that it cannot hope to reach more than a small fraction of the skilled workers which are needed yearly to replace vacancies in the industrial ranks. Except where it can be subsidized by a private foundation it is doubtful whether the trade school can succeed as a public institution. At present careful vocational guidance, part-time and co-operative schools and evening classes are the most effective and economically efficient agents for vocational education.

## The Rural Schools.

Women are doing the best administrative work for the country schools if the Richmond convention addresses may be relied upon. The program of Wednesday evening brought before the Department three most interesting women and three suggestive accounts of their work of the betterment of the country school. Mrs. Josephine Preston told of the movement which she was promoting in the state of Washington for providing the country teachers with cottages; Miss Susie Powell related the story of Girls' Clubs in the rural South; and Miss Cora Wilson Stewart described the beginnings and the present efficiency of the "Moon Light" schools of Rowan County, Ky.

## Economy in Education.

For practical administrative suggestiveness the reports of the committee on Economy of Time in Education proved the value of the work which this committee has been doing during the past year. J. F. Hosie of the Chicago Normal



College described the experiments in economy in English instruction which are under way in Chicago, in several other Illinois cities, in Newton, Mass., and at Harvard. In the grades he suggested the formation of special word lists and related how such a list had enabled an improvement of 12% in a Chicago school. For the high schools he urged experiments in simplifying programs, the adaptation of the Hillegas scale and trials of reduced amounts of oral as well as written composition. English, he concluded, is and always will be the central study of the high school as well as the elementary, curriculum and as such should and must have intensive teaching.

Dr. W. A. Jessup of the University of Iowa ended the morning program with an explanation of a series of charts on which were tabulated the results of an arithmetic questionnaire in which 900 cities of four thousand or more population participated. He argued from the information received that a general reduction in the attention now paid to a large number of topics in arithmetic is highly desirable and that many topics should be entirely eliminated. The study of arithmetic as a whole must be redirected to conform with present economic and social conditions.

Supt. C. E. Chadsey of Detroit in closing the meeting moved that the committee be augmented by two members to study geography and history respectively, and that the sum of \$500 be requested to continue the work.

#### The Annual Business.

Except for the insistence of President Blewett for formal procedure the annual business meeting of the Department might have been completed in less than twenty minutes. The report of the nominating committee was enthusiastically received and unanimously accepted. It suggested the election of the following officers for 1914-1915:

*President*—Henry Snyder, superintendent of schools, Jersey City, N. J.

*Vice-Presidents*—Paul W. Horn, superintendent of schools, Houston, Tex.; E. C. Warriner, superintendent of schools, Saginaw, Mich.

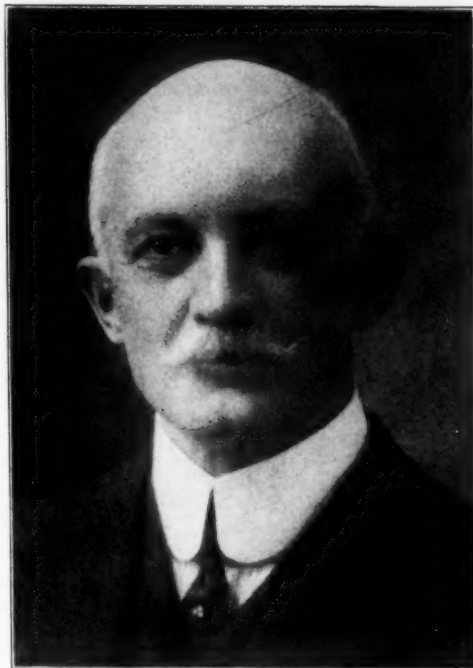
*Secretary*—Mrs. Ella Carlyle Ripley, assistant superintendent of schools, Boston, Mass.

Those members who expected the usual annual "horse play" in the selection of the next convention city were disappointed. All but three of the fourteen cities which had signified their intention of inviting the convention withdrew before the speech making began. Mrs. Young, speaking for Chicago, asked for the meeting in 1916, saying that she favored Cincinnati. Supt. C. E. Chadsey urged the advantages of Detroit and Supt. C. H. Condon spoke for Cincinnati. Before the result of the first ballot could be announced, however, Mr. Chadsey withdrew and Cincinnati was made the unanimous choice of the active members.

The resolutions presented by a committee consisting of Supt. J. A. Whiteford of Missouri, Supt. C. D. Lowry of Illinois, Supt. H. M. Maxson of New Jersey and Mrs. Josephine Preston of Washington, included among other things the following paragraphs:

"We invite constructive criticism from those who have the welfare of the schools at heart, and we deplore any attempt to exploit the schools for personal or partisan gain.

"We indorse the movement to establish and support vocational schools for pupils over 14 years of age; we urge the special preparation of teachers for this vocational work; we encourage the establishment of continuation schools for boys and girls between the ages of 14 and 18 years who have entered vocational life; we recommend that the attendance upon these continuation schools be made compulsory for such boys and girls between the ages of 14 and 16.



DR. HENRY SNYDER  
Superintendent of Schools, Jersey City, N. J.  
President-elect, Department of Superintendence.

"Every rural school should provide a home including a small farm for the teacher. This teacher will be one trained for rural schools, will know the child and his needs; will cease to be a tramp teacher and will be able to correlate school life with life in the country and will be a leader of men. We favor a county or a larger administrative district union for rural school work, thus providing equality of educational privileges, equalization of taxes, adaption to the growing needs and efficient supervision.

Other resolutions stated that the ideal place for giving sex instruction is the home and the school should be willing and anxious to help the home in this matter as best it can, that the department reaffirms its recommendations for the establishment of a national university, and that thanks are due the several factors contributing to the success of the convention."

The resolutions concluded that "it is a matter of pleasure and pride to this organization that one who has for the greater part of his life been a professional schoolman should have possessed the confidence of the American people to such extent as to be elected by them for the highest position within their gift and that in the performance of his duties in this position he should have proven that a man may be both a schoolmaster and a statesman."

#### The Round Tables.

The Round Tables on Thursday afternoon, were so largely attended that they rivalled in size and interest the general sessions. The state and county superintendents discussed financial and supervisory difficulties confronting the administration of the rural schools.

The most significant round table was that of cities of less than 300,000 population which took up the differentiation of courses in the upper grades. Dr. Henry Suzzallo pleaded for a marked shortening of the courses, and the elimination of all unnecessary and unrelated subject matter. Supt. W. A. Greeson urged that the children who will leave school at the age of 14 be given work of a prevocational character that will tend to hold their interest and prolong their school life and that will better fit them for entering upon some gainful occupation.

Efficiency in supervision held the attention of superintendents of cities of 25,000 or less population. Wm. McK. Vance made a strong argument for self examination on the part of the

superintendent; Mr. E. D. Pusey described his tests of teachers' efficiency and Mr. Reed B. Teitrick discussed means of effectively supervising the work of the grades.

The rural school held the center of the platform on Friday morning. The work of the General Education Board in the South was described by its executive officers and Prof. E. C. Elliott of Wisconsin stated the principles which should underlie the administration of the country schools.

#### The Meetings of the Council.

The meetings of the Council of Education aroused an interest among the members of the Association not second to those of the Department of Superintendence. Rural school sanitation and hygiene were discussed the first evening. The addresses took the form of reports of progress in health propaganda but brought forth no startling statement of new methods or principles. The charts and statistical data which were presented will prove of great value for legislation in the several states. The two sessions devoted to Standards and Tests of Efficiency evidenced satisfactory progress, the desirability of city surveys and the need for further inquiry and experimentation. Sex hygiene was severely denounced by Miss Grace C. Strachan and other speakers. The consensus of opinion seemed to be that the home is the proper place for this instruction and the school cannot effectively undertake it at present because of the lack of properly trained teachers and the want of moral and religious motives which the study requires.

State Superintendent C. G. Schulz of Minnesota and representatives of the St. Paul schools were present to assure the superintendents that the arrangements for the summer meeting were well in hand and that the resignation of Supt. M. C. Potter and his removal to Milwaukee would in no way affect the prospects. The advance memberships already secured, the hotel and meeting place arrangements and railroad rate concessions which have been obtained by the local authorities seem to insure a most successful summer convention.

Among the notables in attendance at the convention were Commissioner P. P. Claxton, C. N. Kendall, M. G. Brumbaugh, J. H. Van Sickle, J. H. Phillips, Leonard P. Ayres, Frank B. Cooper, F. B. Dyer, H. H. Seerley, J. W. Greenwood, John R. Kirk, J. Y. Joyner, C. E. Chadsey.

Absentees included: W. H. Maxwell, Nicholas Murray Butler, Chas. De Garmo, A. H. Chamberlain, Irwin Shepard, Edwin G. Cooley, J. H. Finley.

Secretary Springer's enrollment showed that the convention was the second largest in the history of the Department. Bruce's Bulletin listed approximately 1830 schoolmen, publishers and commercial representatives. New Jersey sent the largest single delegation and Pittsburgh the largest city delegation. Texas and Louisiana had the heaviest representation from the South. Wisconsin, Illinois, Michigan, Iowa, Indiana and Ohio sent several carloads each.

The weather was clear, crisp and cold. A light snow which fell on Monday evening and Tuesday morning seemed to bother the Southerners. It was arranged, according to Supt. J. A. C. Chandler, to make the Northerners feel thoroly at home.

Springfield, Ill., will shortly have a school survey. Final arrangements for it were made at Richmond between Supt. Hugh S. Magill, Jr., and Dr. Leonard P. Ayres of the Russell Sage Foundation. It is expected that the Russell Sage experts will begin their work before April first.



# The Vermont Educational Survey

By H. W. LEWIS, Supt. Randolph District Union Schools, Randolph, Vermont

The Commission to investigate the educational system and conditions of Vermont has placed in the hands of the people of the commonwealth the report of the Carnegie Foundation for the Advancement of Teaching. This group of men at the invitation of the Commission has for the past nine months been making inquiry into the school system of Vermont, first, as to what the present condition is and secondly what can be done to better it.

The movement for the survey had its origin some two or three years ago, when the leading educational men of the state began to express both individually and in organization their conviction that their school system was not as efficient as it should and could be. The result of this expression was that the Legislature of Vermont under a joint resolution approved Nov. 19, 1912, provided for a Commission to report upon the educational responsibilities of the state. The Commission was named by the Governor as follows:

John H. Watson, Chairman, Judge of the Supreme Court of Vermont, Montpelier.

Nicholas Murray Butler, President of Columbia University, New York City.

Theodore N. Vail, President of the American Telegraph and Telephone Company, Lyndonville.

Percival W. Clement, former President of the Rutland Railroad, Rutland.

Horace F. Graham, State Auditor of Accounts, Montpelier.

Frank H. Brooks, President of E. and T. Fairbanks & Company, St. Johnsbury.

Eli H. Porter, former member of the State Railroad Commission, Wilmington.

James B. Estee, Mayor of Montpelier.

Allison E. Tuttle, President of the State Teachers' Association, Bellows Falls.

George L. Hunt, Lawyer, of Montpelier, Clerk of the Commission.

These gentlemen were appointed to serve without pay, were to be reimbursed for any expenses incurred and were empowered to employ expert assistance.

## A True Survey Undertaken.

By a resolution adopted Feb. 24, 1913, the Commission invited the Carnegie Foundation for the Advancement of Teaching to undertake an expert study of the educational system as a whole, from the elementary school to the university, seeking out such facts and conditions as are fundamental in the making for or against efficiency and adaptation.

The Vermont suffers in many ways in comparison with other states of the Union she has distinguished herself at different times in the history of our country in no uncertain way. It is not to go unnoticed that she again asserts her estimableness by being one of the first states of the Union to institute a skilled research into her educational facilities as a whole. Investigation of *certain* classes of schools, or school conditions of *certain* sections and communities, differ greatly both in the initiative and in the facts and results obtained.

It is a conspicuous fact that it has not before occurred that the educational scheme of any state has been the subject of analysis and consideration by a body of men, so thoroly conversant with the history of the subject, the prevailing methods of operation, and the theories of students along these lines. One might judiciously anticipate from such a body, if from any source, suggestions for the successful working out of these vital problems that are crying out for solution.

The Carnegie Foundation brought to its aid experts in various fields. Professor Edward C. Elliott of the University of Wisconsin made special study of the Normal Schools; also of the state system of educational administration and expenditure. Professor Milo B. Hilligas of Columbia University promoted the inquiry into the elementary schools, and Dr. William S. Learned of the Harvard School of Education examined the secondary system.

Other experts were called upon to investigate in their different lines: Professor Edward H. Farrington of the School of Agriculture of the University of Wisconsin made a study of the agricultural college and its relations to the farming industries; Dr. Nathaniel B. Potter, of Columbia University, of the medical school; Dr. George R. Olshausen of the United States Bureau of Standards, of the three engineering schools; Miss L. E. Stearns, Chief of the Traveling Library Department of the Wisconsin Free Library, of library facilities in relation to the schools; and Mr. William Leslie, public accountant, of the system of accounts and financial statements in use in the school system.

## The Initial Report.

Part I of the report has been published under the title of Methods and Results, with three sub-heads: I. The Reason of Enquiry. II. The Method of Enquiry. III. The Conclusions and Recommendations.

The reason of enquiry has already been suggested. Under the second heading, the method of enquiry is largely emphasized, namely, that the survey has approached its subject of study as a single organism in order that they might present to the Commission and to the people of Vermont not a set of fragmentary suggestions for the betterment of unrelated and scattered conditions but rather to propose the general frame work of an organization that should raise the standard of general educational efficiency in Vermont and for Vermont.

The following paragraph is taken from the report: "The enquiry is not in the ordinary sense an investigation. It is not undertaken with the desire to criticize the work or to find the mistakes of any men or set of men. Its attitude toward the past is in the main negative, except in so far as an historical perspective is necessary. What the enquiry has tried to do has been to set before the Educational Commission of Vermont and the people of the state their school system as it exists and is operated today, and to give such constructive suggestions as this examination shows to be feasible. It has sought to answer the questions: What is the system of schools today trying to do? What are its limitations? and, What are its possibilities?"

"Thruout the report the effort is made to avoid both the attitude of flattery and that of mere fault-finding, and to give the result of an honest and sincere study clearly, frankly, and sympathetically."

In further reports the Carnegie Foundation is offering to the Commission a detailed account of the educational situation as they find it in Vermont in its various and complete ramifications. Important statistics are specifically enumerated. The experts of the Foundation have placed in the hands of the Commission a graphic portrayal of the educational plight of the state, and still further in accordance with the requests of the Commission they have offered a substantial form for reorganization which they believe will eliminate the weakness, enhance and strengthen and produce what Vermont is asking for, a system adapted to its needs.

Under "Conclusions and Recommendations" of Report I the experts present their findings in a summary readily apprehensible. However critical may be one's attitude or whatever one's prejudice against "surveys" in general or particular one must admit that this report strikes at once the keynote of the situation by saying that the chief educational problem with which the State of Vermont is concerned is the care and development of its elementary and secondary schools.

## The Rural Problem.

Vermont is a small state with a small income, and a practically stationary population due to the fact that its young people do not remain at home but are drawn away into the industrial occupations in other states. Vermont is and always will be largely agricultural. An efficient system of schools for such a state must be influenced in its formation and adjustment by the overwhelming importance of the rural factor. The deductions which these gentlemen have made from their study of the elementary school and its intimate, or lack of intimate, relation to the vital sources of state strength in most instances have a picturesque familiarity of mien.

Every Union Superintendent (who has rural work) must recognize these "conclusions" in turn, altho in new array perhaps, as the same old illusive ghosts that haunt him by day, lie down with him at night, and face him anew each morning. With small exception, each of their findings shakes its fist at us exultingly, a veritable old man of the sea whom we who have worked close to the heart of the problem have long carried on our shoulders. For a number of years the thinking schoolmen in Vermont have known that the elementary and secondary schools have been conducted upon an inadequate basis tending to draw children away from the homes in which they were born. Yet there have been but few, however strong their convictions, that dared to make known their ideas and meet the rebuffs of tradition. It has remained for strangers to come among us and in many instances tell men their own minds.

The ideas of a few schoolmen and administrators, altho they be correct, cannot be made to truly function until they are backed by a consensus of opinion of the majority of the thinking, and ultimately the voting, public. It was doubtless therefore expedient to ask experts, wise men if you will, from the East, yea and from the West also, to come into Vermont and take a good look, and then tell what they saw. This they have done and their story is not unlike that told by others who lack the advantage of remote perspective, but have an intuitive understanding of native conditions.

As a whole the findings of the Carnegie Foundation vindicate the principles and policies of the present school administration.

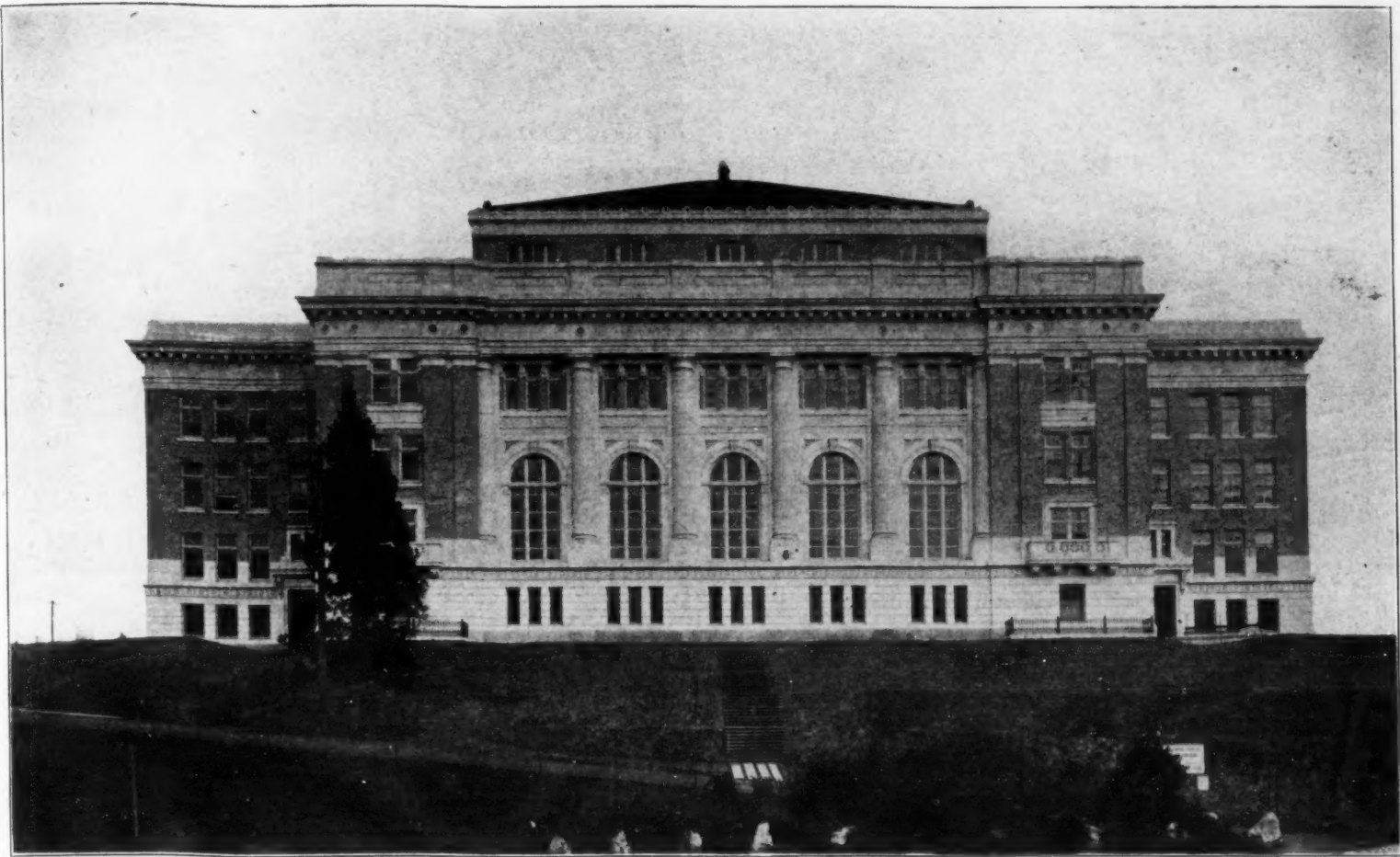
It is no new thought to Vermont schoolmen that the problem in Vermont is the *rural* school problem. This may not have been "clearly defined in the minds of the people" but Vermont has not been without its thinking men who have had the true concept, but thru lack of means and support have been unable to push that concept into an operating reality.

The startling phase of the report of the Carnegie experts which instigate discussion refers to ways and means.

## Subsidies to be Withdrawn.

Any man working within the state with school affiliations of any sort would hesitate to make such recommendations. Only an "outsider" could give such counsel with intrepidity. In brief it is this: Vermont should appropriate no





FRANKLIN HIGH SCHOOL, SEATTLE, WASH. Edgar Blair, Architect.

money whatever to higher education (excepting those institutions owned and operated by the state) until its duty toward the elementary and secondary schools has been met. Such a procedure would leave over a \$100,000 which might be directed into those channels of fundamental education which involve the interests of all the citizens of the state.

In a paper of this length we cannot give a discussion of the relation of Vermont to its higher institutions, but this question may be significantly asked: Has Vermont any money to spend at this time on higher education in view of its long unfulfilled obligation to the peculiar needs of a vast proportion of its young people who never reach these institutions? Can there be but one answer?

The possibility of the withdrawal of these funds from the colleges, to the advantage of the elementary and secondary schools raises itself as a beacon light to those who know the

needs and are ready to do things. With this amount of money brought back to the schools to which it belongs Vermont may have practically an ideal system. "Of the two consistent policies always open to a state toward institutions of higher education, that one which directs its support entirely to the elementary and secondary schools, and leaves higher education dependable alone upon public philanthropy, is the wise one for Vermont."

#### The Vocational Recommendations.

It seems clear to this survey "that at least four things must be done in order to bring the elementary and secondary school system of Vermont to the point, where as an agency of civilization, it will meet the requirements of its people."

First of all there must be adopted in the elementary school and later in the high school a course of study related to the life of the child.

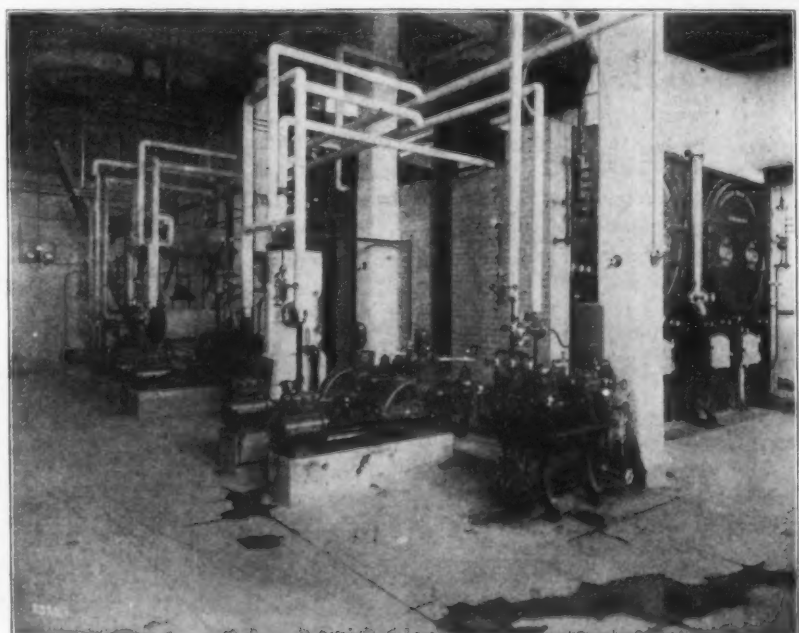
The need of a thoroly revised course of study is emphasized. There should be two courses distinct, tho identical in some respects, one for the rural schools and one for the village or city schools, such course to be worked out by the state board and its experts.

"That human being is educated who has been so trained as to make the best out of the place in life in which he finds himself, taking into account his full capacity—spiritual, intellectual, economic. Education is a relative and not an absolute term. As a minimum the school should do at least three things for the child—teach him self-discipline, teach him to think, and strengthen his relations to the social and industrial interests of his community." "Any form of school that weakens the child's interest in the life of his community is deficient in the elemental requisite of the school as an agency of civilization."

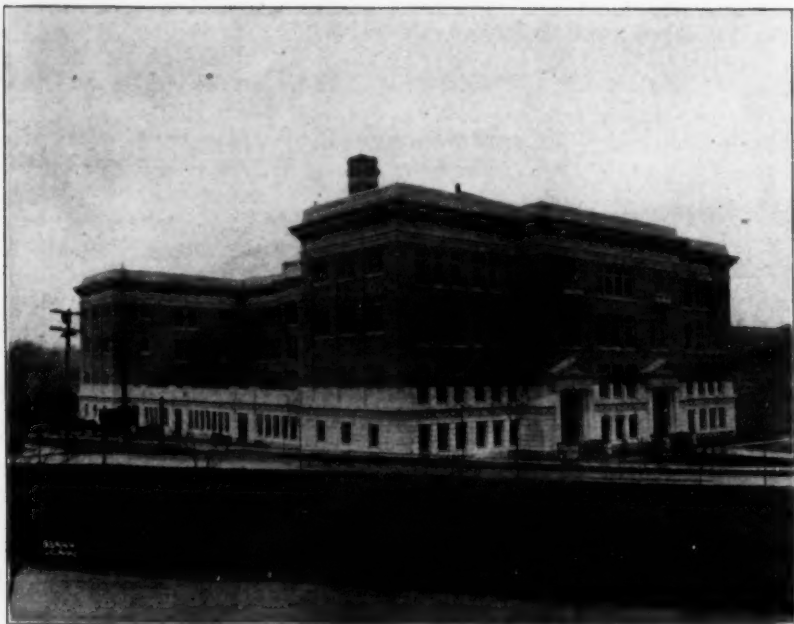
"Something is radically wrong with a school



MAIN CORRIDOR.



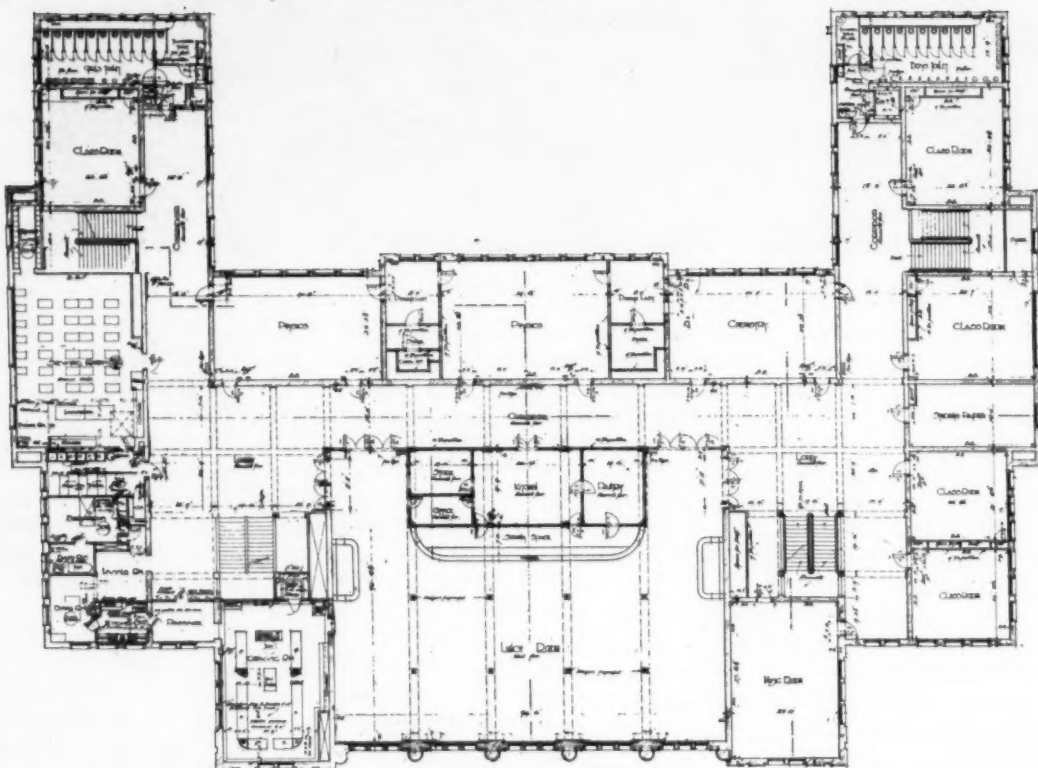
PUMP AND BOILER ROOM.



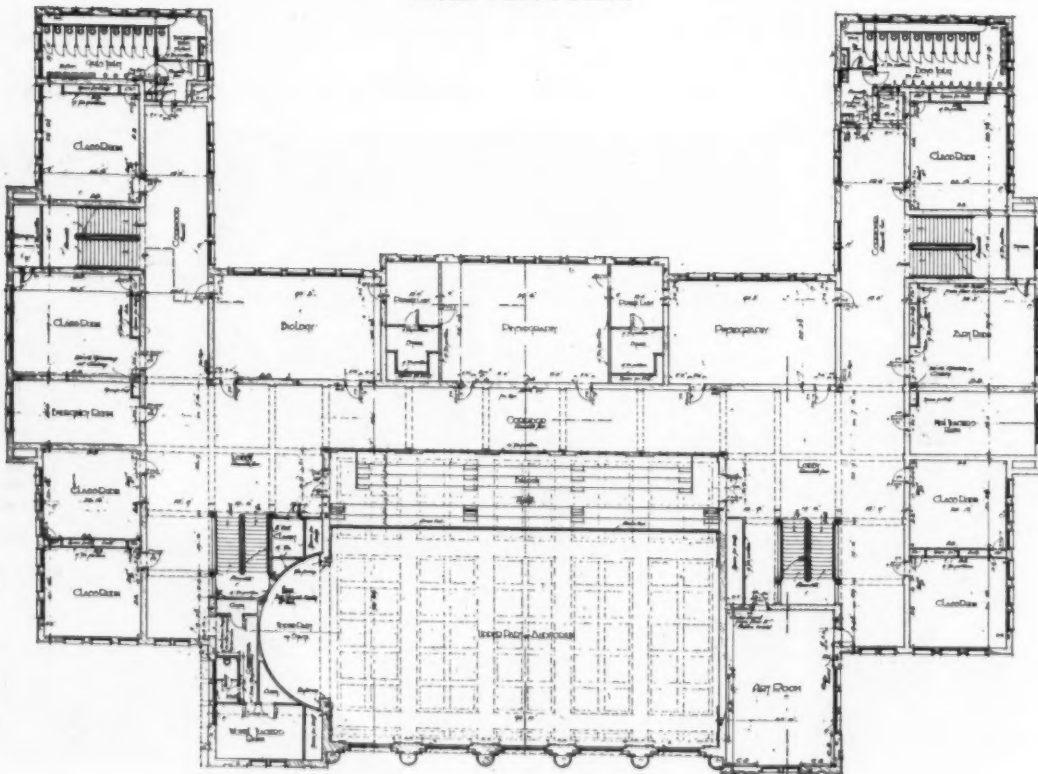
VIEW OF BUILDING FROM NORTHEAST.



STUDENTS' LIBRARY.



THIRD FLOOR PLAN.



SECOND FLOOR PLAN.

in an agricultural community that develops motormen, stenographers, and typewriters, and fails to develop farmers, dairymen, and gardeners." "A course of study designed to correct these conditions is the first step in bringing a reform."

In this connection the Carnegie Foundation experts suggest a general recasting of the school curriculum and organization. They favor consolidation and a general abolition of the ninth grade. It is proposed that the elementary school include the first to sixth grades and that the seventh and eighth grades be consolidated with the first two years of the high school into a "closely articulated school unit to be known possibly as a junior or intermediate high school." They outline a scheme for the development of fifteen to eighteen central and readily accessible high schools into "regional high schools" articulating directly with all neighboring junior high schools. The regional high school should be designed not only for one town or city but should meet the needs of a whole district from which they would draw pupils.

There would thus develop fifteen to eighteen strong, well equipped high schools, presenting in their two upper years a rich curriculum appropriate to the youth 17 to 19 years of age, and having a four year, junior curriculum including especial vocational opportunities, particularly in agriculture for pupils from 12 to 16 years of age.

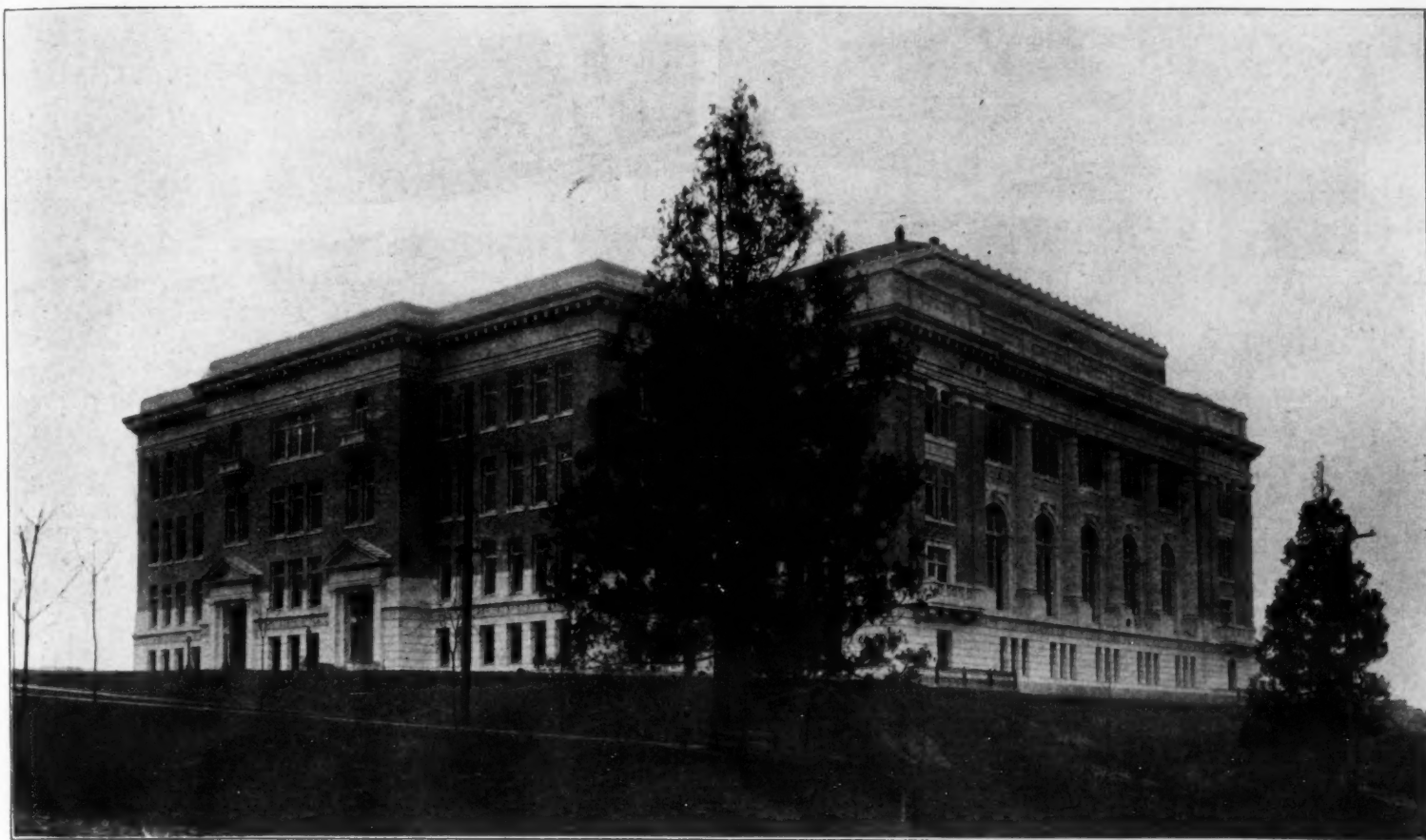
#### Courses in Agriculture.

"There is a large proportion of adolescent children to whom the more general course already outlined does not appeal, whether for economic or personal reasons affecting themselves or their parents. For these a profitable and satisfactory form of training must be devised. For Vermont the obvious initial step in this direction is a vocational course in agriculture for boys from twelve to sixteen years of age. Those who take the higher course in agriculture in the upper years are likely to turn out farm managers or teachers of agriculture, frequently going on to the Agricultural College. The junior central school, on the other hand, should aim to produce successful farmers. No effort should be spared to make this course serve the community; its practical value should be its reason for existence. The same laboratories, grounds, and equipment would accommodate both higher and lower classes, and a trained director would be in charge of the entire department. If such courses were organized in all junior central schools, there would be from 15 to 18 centers for instruction in farm-

(Concluded on Page 66)

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THE FRANKLIN HIGH SCHOOL, SEATTLE, WASH. VIEW FROM SOUTHEAST.

## A GREAT HIGH SCHOOL BUILDING

A German writer on city planning argues that the school as a most important public institution should be housed in architecturally worthy buildings which will add to the dignity and beauty of the city's aspect or the *Stadt Bild* (city picture) as the Germans call it. The intrinsic worth of the school, its influence and its beneficence are minimized in cheap, inartistic buildings. The stability and strength of the community are not impressed upon the rising generation by any but permanent, dignified and beautiful school buildings.

American architects and school authorities have generally accepted this idea as it applies to the high-school buildings and hundreds of communities can point with pride to their secondary school as the best local governmental structure.

The Franklin High School is such a building which dominates architecturally the section of the city which it serves and is justly a "show place" of Seattle. It occupies a commanding position in Mount Baker Park, on an elliptical piece of ground, facing a main thoroughfare. The site is a knoll 400 feet long and 248 feet deep. The building, which has been set on the main axis of the lot, is 192 by 260 feet in size, and has a ground area of approximately 40,000 square feet.

The western front of the building is the main architectural feature of the structure; it is a dignified design distinguished by five massive Doric columns and a high, pitched roof. Quite contrary to the usual custom the architects have not emphasized the entrances but have subordinated them to the general architectural scheme and have placed them where they will be of the greatest utility and convenience.

With the exception of the ceiling of the third floor and the roof, the building is wholly fireproof. The footings and the foundation walls up to a point within six inches of the grade are concrete. Above, is a three-foot course of gray granite upon which is imposed gray terra cotta.

The upper walls are gray pressed brick and white terra cotta. The floors in the building are concrete set in steel girders and reinforced with steel rods. The roof and third-story ceiling are of mill construction. The pitched section of the roof is covered with red clay tile and the balance is coated with tar and gravel.

The general layout of the building is in the form of a wide letter "U" with a main corridor and two side corridors. The six entrances and the four general stairways, which run from the basement to the attic have been placed with especial reference to ready travel between the classrooms and the assembly room and rapid exit in case of panic.

The ground floor is devoted to shops and draft-

ing rooms, gymnasium, locker rooms and baths, classrooms, storerooms and space for the heating apparatus. The arrangement of the floor is such that the shops are outside the walls of the building proper and noise and dust which they may cause will not penetrate to the classrooms. The gymnasiums are also partially isolated so that they will not disturb other parts of the school.

The main feature of the first floor is the assembly hall which serves the double purpose of study room and auditorium. The room seats 1300 persons on its main floor and balcony. It is equipped with a complete stage, theatre lighting and, in the balcony, opera seating. Six standard classrooms, the offices of the principal and four rooms devoted to commercial branches are also on this floor. Adjoining the assembly room is a reference library.

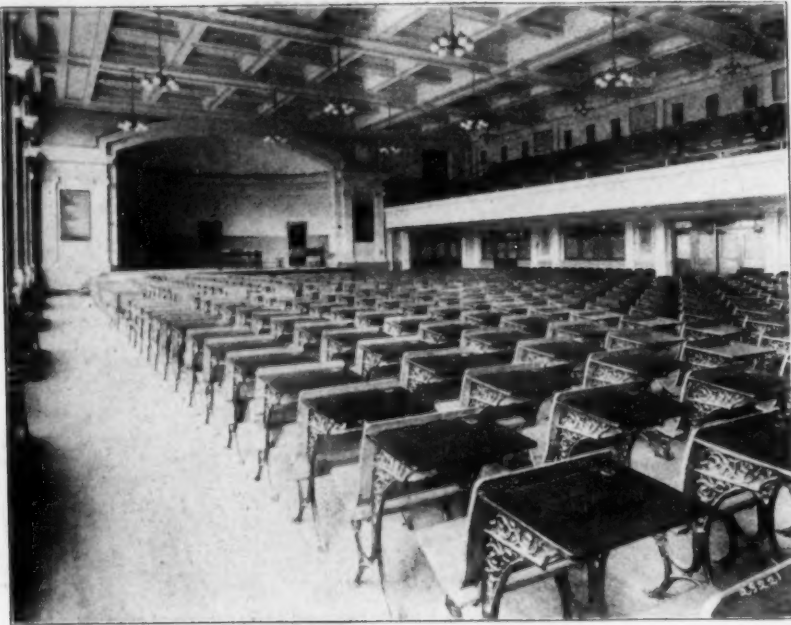
The second and third floors are given entirely to classrooms, laboratories, lecture, art and music rooms. On the third floor are also the domestic science and art rooms and a large lunch room with kitchen, pantry, storeroom, etc., adjoining. The domestic science rooms include a complete laundry and model apartment suite with kitchen, dining room, living room, bath and bedroom.

The entire building has been finished and equipped with the ideas of simplicity, permanence and healthfulness in mind. The entrances, lobbies, corridors and stairways have been finished with a sanitary composition flooring that is carried up with a sanitary cove to form baseboards, stair risers and stringers. With the exception of the assembly room which has some beautiful plaster ornament following the Ionic style, all the rooms of the building are severely plain. Mouldings, panels and dust-catching projections of all kinds have been carefully avoided. Wood has been practically eliminated except for doors, window frames and furniture, and cement has been used for wainscoting and for window and door casings.

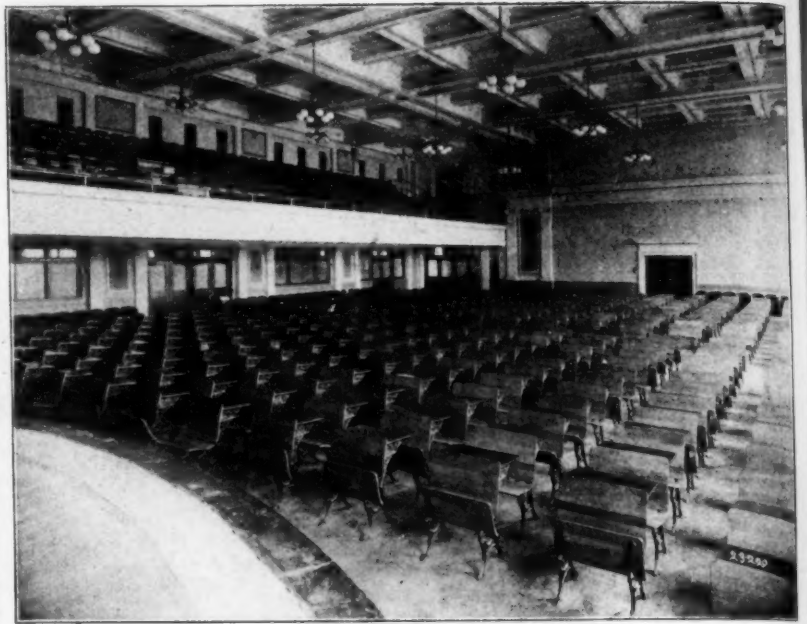
The building is heated and ventilated by a fan blast system delivering 130,000 cubic feet of



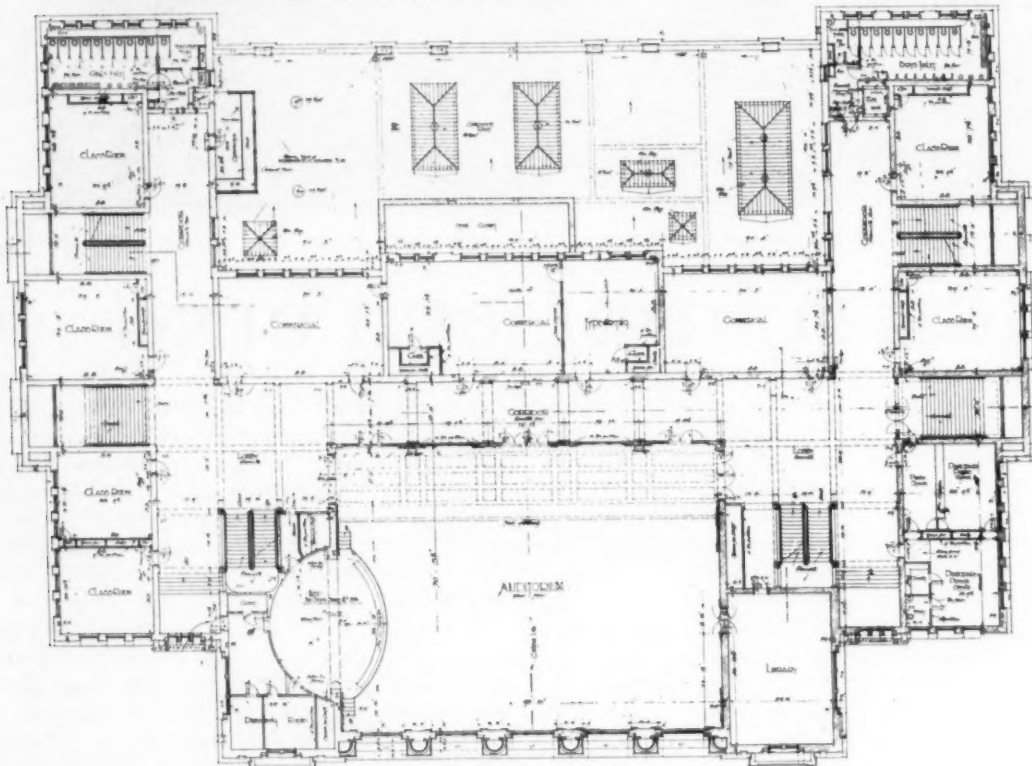
AN ENTRANCE DETAIL, THE FRANKLIN HIGH SCHOOL.



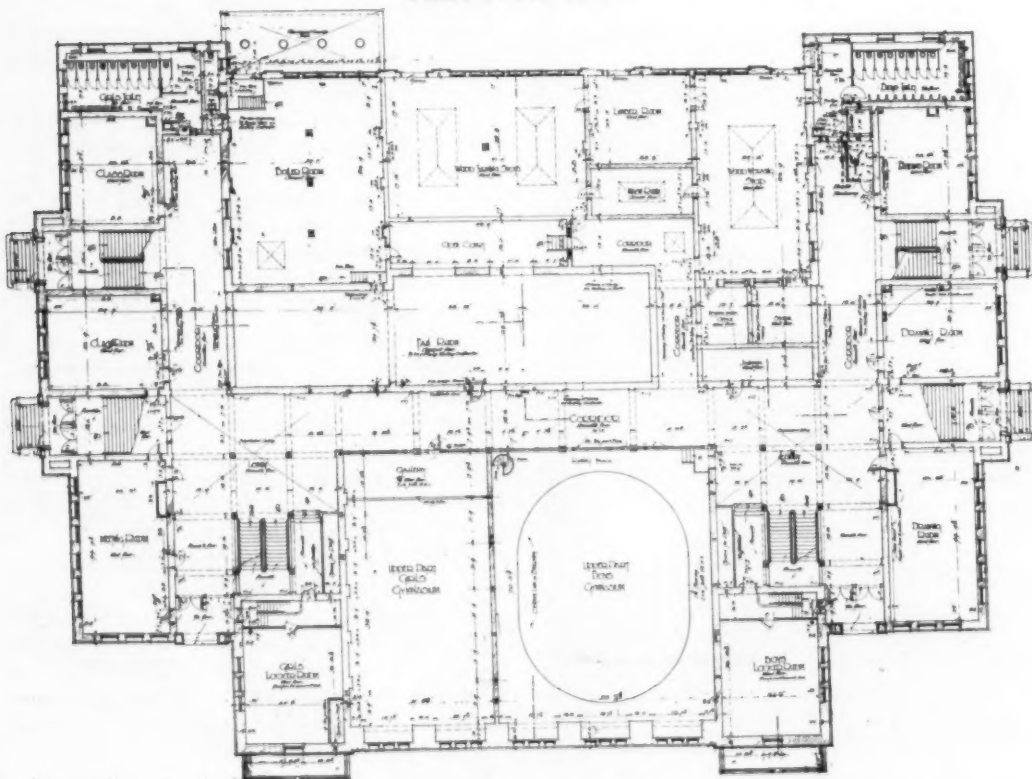
ASSEMBLY HALL: LOOKING FORWARD.



ASSEMBLY HALL: LOOKING FROM STAGE.



FIRST FLOOR PLAN.



GROUND FLOOR PLAN.

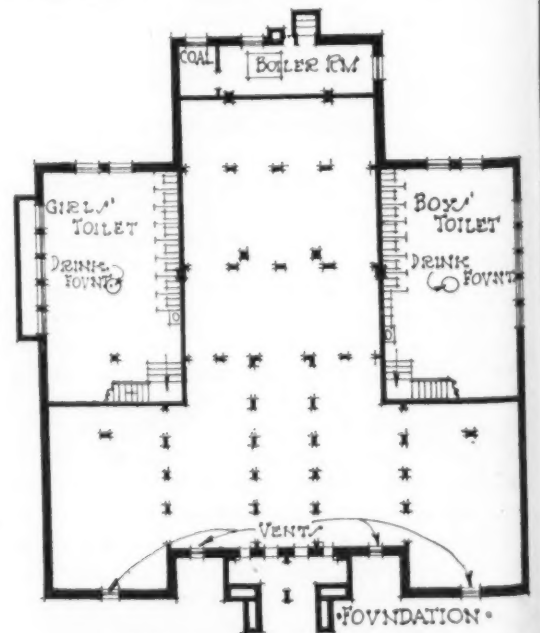
washed, humidified and warmed air to the classrooms. The power is supplied from two tubular boilers operating two centrifugal fans and heating tempering coils and radiators.

The sanitary equipment of the building is of the latest school type. The toilet rooms are centered in two "stacks" at opposite ends of the building; adjoining the general pupils' toilets are private lavatories for teachers. The shower baths in the gymnasium have white marble partitions and are fitted with anti-scalding devices. The shop washrooms are fitted with 25 washbowls so that an entire class may wash up at one time.

The administrative equipment includes an electric program signal and clock system, steel corridor and gymnasium lockers, fire hose, etc.

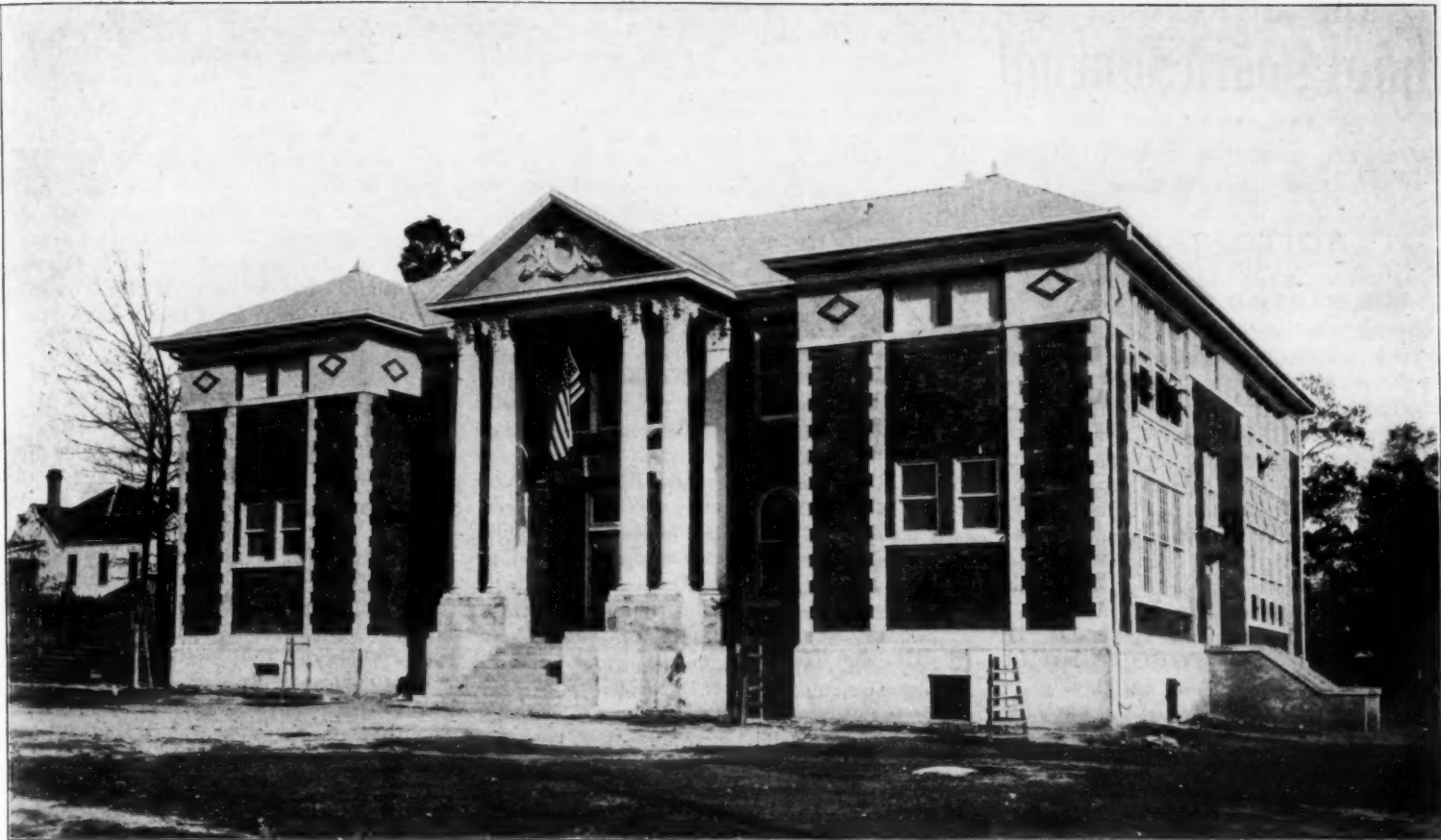
The building was designed and constructed under the supervision of Mr. Edgar Blair, architect of the Seattle School District. It cost approximately \$450,000 and involved a total expenditure of nearly \$600,000, including land and furnishings.

Joliet, Ill. Upon the suggestion of one of its members, the school board has ruled that during the remainder of the year, no holidays shall be observed in the schools. The action has been taken to make up the time lost thru sickness and epidemics. A suggestion which is to come up at a future meeting will be the discontinuance of the practice of observing holidays which fall on Saturday or Sunday.

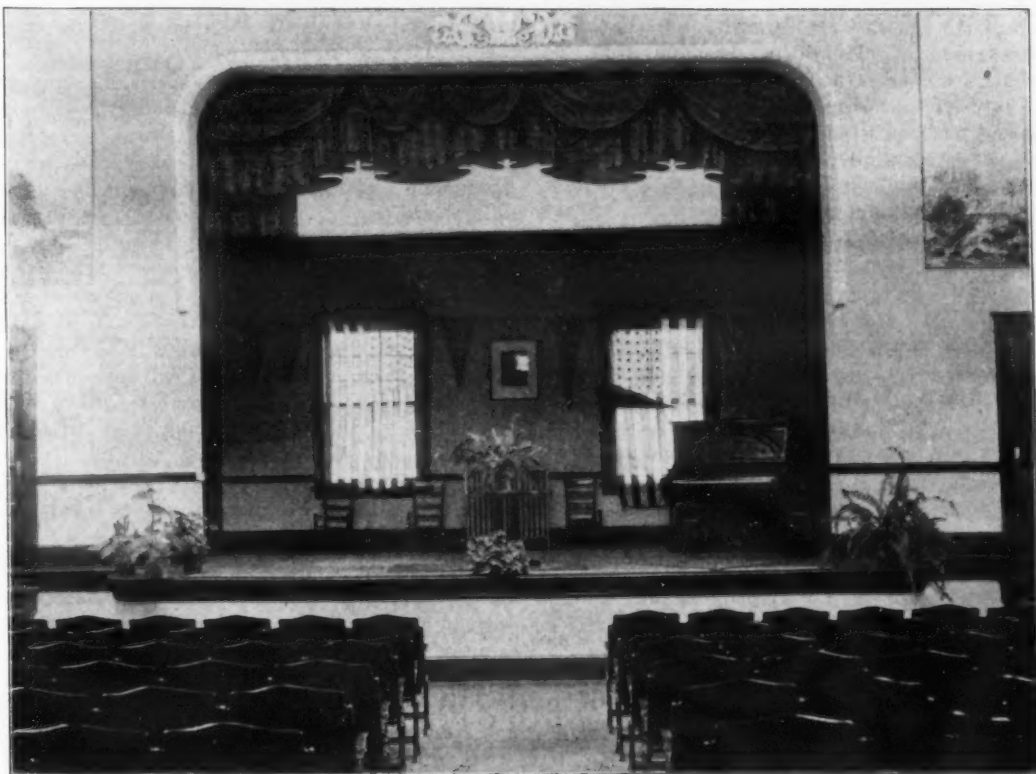
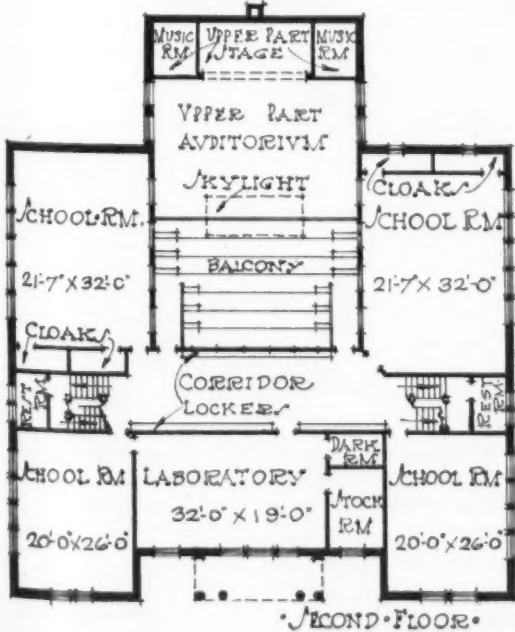
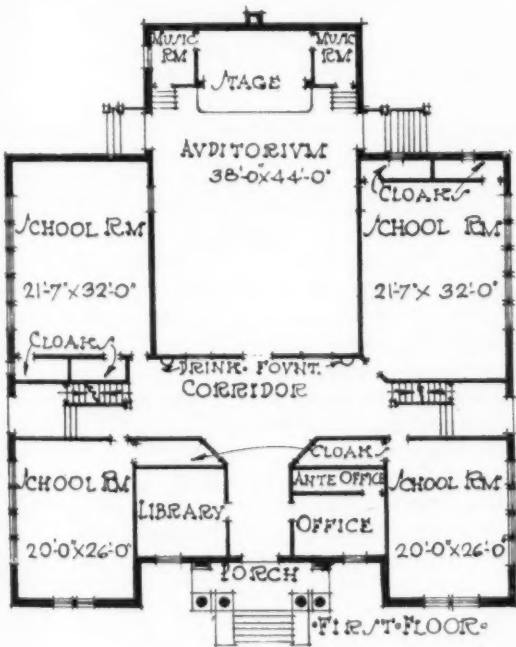


BASEMENT PLAN, HIGH SCHOOL, FLORALA, ALA.





HIGH SCHOOL, FLORALA, ALA.  
William Drago, Architect, New Orleans. James P. Doster, Superintendent.



INTERIOR: AUDITORIUM, FLORALA HIGH SCHOOL.

#### HIGH SCHOOL, FLORALA, ALA.

An example of the best type of high-school building in the South. The general features were laid out by Superintendent James P. Doster and the actual plans were drawn by architect William Drago. Altho not entirely fire-proof the construction is fire resisting; the corridors have fireproof floors and the heating and ventilating apparatus is entirely enclosed with fireproof ceiling and walls. The sanitary equipment is the best and the furniture and administrative apparatus are of the newest approved types. The building is a true social as well as educational center of the community it serves. It cost approximately \$50,000.

#### Use of Schoolhouses.

The school board of Toledo, O., has adopted a set of regulations for the control of school auditoriums and gymnasiums opened for public use. The new rules prohibit political and religious meetings. The use of tobacco and the general conduct of the public is governed by the regular school restrictions. A fee of \$2 is required for elementary school auditoriums and \$15 for high-school assembly rooms. For the gymnasiums of elementary buildings a fee of \$1 is provided. The board reserves the right to raise the rate whenever an admission fee is charged by the applicant.

Acting upon the recommendation of Supt. W. F. Burns, the school board of Gloucester City, N. J., has installed time clocks in the school buildings. The clocks have been introduced as an effort to compel the arrival of teachers twenty minutes before the opening sessions of the forenoon.

# THE AMERICAN School Board Journal

DEVOTED TO  
Legislative and Executive School Officials  
WILLIAM C. BRUCE, Editor

## EDITORIAL

### THE MARRIED TEACHER.

Whether or not married women shall be debarred from holding teaching positions in the public schools is a question that will never be settled satisfactorily.

There is much in the argument that an unmarried girl who is dependent upon her earnings for her livelihood, who has prepared herself for teaching and who is able to teach well should be given preference over a married woman whose husband is abundantly able to provide for her.

The single person has no such serious duties and interests, as are imposed upon a wife and mother, to distract her from her daily work in the classroom. She is more free to devote all her energies to her calling.

On the other hand marriage, per se, is hardly a reasonable legal bar to a teaching position. A teacher with a family understands and sympathizes with children better than an immature girl or a soured spinster. She is likely to be more settled and serious, a better disciplinarian and a more thoro, all-around teacher. That this is actually borne out by experience is shown in a recent report of Dr. William H. Maxwell of New York City. Dr. Maxwell says that from many years of observation he finds that the married women teachers maintain a higher standard of discipline and scholarship in their classes than do their single sisters, that they have a better understanding and greater influence over their charges and that they are generally more reliable and efficient.

The true motive at the bottom of most school-board rules against married teachers is the desire to avoid probable irregularities in attention to duties and to forestall the annoyances of turning down unworthy or doubtful cases. The average school official dreads such remarks as "you gave Mrs. Blank a place, why not give me one" or "Mrs. Blank's husband can support her; let somebody who needs the money have an opportunity."

Whatever merit these arguments may have, the school board has to consider first of all, how it can serve the best interests of the pupils enrolled in the schools. All other aspects of the married teacher problem are trivial as compared to this. It need not bother with the charge that a married teacher who attends to her school duties will neglect her home obligations. The chances are that if she does slight the latter, she will also slight the former and will be undesirable. Each case deserves its own particular consideration and adjustment.

### CINCINNATI'S NEW SCHOOL BOARD.

Cincinnati has a new school board organized on the principle of representation of the city at large and consisting of seven members. Altho the body has only been in existence since the first of the year it has already given evidence of its efficiency, of its desire to serve the schools for the best interests of the children, and of its firm intention to apply correct principles of school administration in all its deliberations.

Among its first acts was a revision of the rules giving the superintendent wider authority over educational matters, making women eligible to principalships and higher administrative positions, removing the bars against married women teachers and non-residents of the state, granting

equal pay for equal work and opening teaching positions in the high schools to persons not holding university degrees, but otherwise especially well qualified.

Cincinnati's new board marks the passing of the last large school board, chosen from wards like the members of the city councils. It also marks the passing of political control from the school system. If the new board will continue to maintain the high standard which it has shown during its two months of existence Cincinnati will have one of the most ably managed school systems in the country.

### A SENSE OF PERSPECTIVE.

Conventions of educators are, as a rule, not as interesting as similar gatherings composed of business or professional men. Debates are usually dignified, serious and without heat, and scenes such as characterize political and certain commercial meetings, where great public or financial matters are at stake, are rare indeed.

One characteristic of educational conventions is the presence of the impractical theorist, whose exaggerated ideas waste the time and patience of the assembly, and the indiscreet debator whose cause is lost by the ridiculousness of his argument. The school-board member, who has chafed sometimes under the rambling, silly conduct of his own official meetings, will witness interesting incidents in a teachers' meeting. He will find the same waste of time, the same degree of volubility, the same "playing to the galleries." What will surprise him is that so many educators, who should not be guilty of this fault, are lacking in a sense of the common fitness of things.

This has been a frequent source of comment on the part of school-board members who have attended educational conventions. It was found, in a small degree, even at the recent Richmond meeting of the Department of Superintendence. And, yet, the teacher considering his or her occupation, is likely to be less equipped for debate and public discussion than merchants, doctors or lawyers who predominate in trade and professional conventions and in public deliberative bodies. Teaching is a non-competitive calling which does not call into play the spirit of argument and combat, the ready adaptation to shifting conditions and different persons as do other vocations of life. It requires a constant effort on the teacher's part not to grow narrow and small and to judge all things by classroom measures.

The sense of proportion, as applied to practical and theoretical administrative problems, not only in public discussions but also in everyday practice, is a quality worthy of cultivation by schoolmasters.

### A FAULT OF SCHOOL ACCOUNTING.

Several articles on school accounting, which have appeared during the past year in the School Board Journal, have emphasized the need of uniformity and simplicity in all record keeping of public school districts. Especially the very suggestive recommendations of the National Society of School Accounting Officers dwelled at length upon the distribution of expenses, which should be similar in meaning in all cities and all states.

It is noteworthy, however, that in all the newest systems suggested and in use, no attention is paid to such important items as depreciation and wear-and-tear in school buildings, obsolescence and growing inefficiency in machinery and miscellaneous equipment, loss and displacement in materials, etc. Similarly, little or no account is taken of permanent investments in buildings and sites and not one of the systems include proper entries for the value of mach-

inery, etc., to be found in the school plant. Where these items are not entered, no true values can be inventoried because the facts of depreciation and loss are not noted.

The school accountants of the nation have still a large service to perform to their respective school corporations and to the country at large in removing defects like those just noted from their work. Altho the schools are not conducted for profit, the incentives for accurate accounting are just as strong as in business corporations. The schools, as public institutions, should be able to show how and where they spend the money, and why they require ever increasing amounts in their annual budgets.

### SCHOOLS AND CHARITY.

A certain class of businessmen look upon the schools as an easy and cheap field for advertising and their activities keep school boards constantly "in armor" warding off their schemes. Another class of citizens sees in the school a perennial source of funds for promoting charitable work and assisting semi-public and public plans. These latter are hard to deal with because they frequently have the noblest of causes in mind and truly deserve support.

A sensible observation on the principles which should guide school boards in dealing with the raising of funds, among school children, appears in an Eastern paper:

"A little serious reflection ought to convince a person that the practice of taking up collections in the public schools for charitable purposes is entirely out of place. The schools are for the education of the children, not for the dispensation of alms, and those who believe the charitable spirit is cultivated by the periodic raising of a fund are not likely to be sustained when the matter is thoroly discussed. A great many of the children belong to families whose condition is not such that they can provide them with dimes or quarters in order that they be enabled to make as good a showing as their more fortunate neighbors. In a good many cases it imposes an actual hardship, and in others children are, undoubtedly, mortified by reason of their inability to give. No child should be subjected to this feeling, for it is sure to have a deterrent effect.

When children are sent to the public schools every energy should be applied to the work of education, and to that work alone. Those who apply for the privilege of lifting a donation, no matter how worthy the cause, should be politely but firmly denied. It is contended that much good is accomplished with the money raised in this manner, but be that as it may, the schools are not the place to raise it. Those whose devotion to the cause of suffering and distress impels them to the voluntary work should be required to obtain their means outside the school-houses and not interfere with the educational routine by appealing to children and 'passing the hat' among them."

Boards of education should show no hesitancy in voting down any and all demands for support in charitable and other worthy public movements. The argument that the pupils will receive valuable lessons in the virtue of charity is unworthy of a moment's consideration.

### ATTEND TO BUSINESS.

The complaint that members of school boards do not attend meetings regularly and that a general spirit of shiftlessness marks their attention to official duties is not heard so frequently now. In the days when men represented wards or other small subdivisions of cities and when boards numbered twenty or more and committees exceeded a dozen it was possible for individuals to appear for an hour or two in a month, or even less, and still be considered in good standing. The actual burden of legisla-



tion, and be it said of performing much of the executive work, fell upon the shoulders of a few men. These found their positions unusually onerous, demanding great sacrifices of time.

The small school board has largely done away with this condition. It has centralized duties and responsibilities and no man can hold a membership without doing his share of the work. The member of a school board of five must give the community, which has honored him, very nearly all the service implied in his oath of office. If he does not the public will soon know of his dereliction and the daily press may be relied upon to do the rest.

Of all the advantages which the "small board" form of school administration has proven to possess in practice, the closest attention to duty on the part of members has not been the least important. Usually, it has resulted in the shifting of the initiative in all instruction matters and the general lodgment of executive and judicial duties in the superintendent. The members have held their positions analogous to the directorships in industrial corporations and have held themselves to general policies and legislative matters. As Former President Eliot, of Harvard has said, the small boards of school directors "give no room for dummies."

### HEALTH IN THE HOME AND THE SCHOOL.

School authorities have long held that they are largely responsible for the health of children while in the schools, and as pupils of the schools. The medical inspection system of various cities and villages are a direct outcome of this beneficent theory.

That the parent has, however, a greater responsibility, than the school itself, is urged in a suggestive discussion of the problem in the Journal of the American Medical Association:

Whether in country or in city, the home influence on its health is most important. A constant and controllable factor is its food. Herein lies the home responsibility of the mother. She must learn that the food of the growing child is next only in importance to its feeding as an infant; and that the greatest good comes to it from plain, nutritious, well-cooked and easily digested food; that it needs certain foods for body structure and other foods to supply heat and energy. A child should frolic and romp and play because there is a natural relation between such muscular activity and the proper performance of such food material in carrying on their functions. The mother must also realize that rest is as important for the child as play, and that sufficient quiet, restful sleep does its equal part in storing energy and bringing about perfect development. Children need sunshine and fresh air, and at night should sleep in a well-ventilated room with the windows well down from the top. They should be bathed regu-

larly and properly clothed. But no matter how well fed and clothed, how clean and well nourished previous to its admission to school, the parents' interest must follow the child to the schoolroom and see that such environment does not undermine its health. Herein lies the responsibility of the father, as a citizen and taxpayer. It is his money that maintains the school and it is his duty to see that his child is not forced into an overcrowded, poorly ventilated, overheated classroom, compelled to breathe for five hours a day the expirations from forty or fifty pairs of lungs, and its condition so weakened as to render it vulnerable to the attacks of infectious disease. Any one, on reflection, will be impressed with the futility of expecting a maximum progression, physical and mental, where children are housed in overcrowded classrooms with little or no moisture in the air, compelled to breathe dry, vitiated air and to attempt mental tasks with suffocated brain-cells deprived of nature's generous supply of oxygen. This is the condition in a large number of schoolrooms thruout the land today.

### PERMANENCE IN SCHOOL BUILDINGS.

No school policy is more shortsighted than the one which overlooks the value of permanency in the erection of schoolhouses. Conversely, it is extremely wise to plan for the greatest serviceableness and durability in all school building projects.

Lest these statements appear trite, may it be said that a good proportion of school boards do not consider them axiomatic. Communities ranging from one to ten or fifteen thousand inhabitants, where there are no considerable industrial interests to lend stability and a broad business foresight, are particularly negligent in this direction. It seems to be a common characteristic of towns, in which agriculture and small trades control the public purse strings, to be parsimonious in erecting good, substantial school buildings.

And, yet the policy which insists upon the selection of a carpenter-contractor to plan a schoolhouse that an architect's fee may be saved, that permits the installation of a cheap furnace for a good steam heating and ventilating plant, that prefers flimsy, inflammable construction in place of fireproof materials and that forces upon the children fixed desks, inferior blackboards, and dangerous plumbing, defeats its own purpose. The constant repair bills will tell a tale that does not include a lower contingent tax bill. Cheap schoolhouse construction is bad construction; it is a waste of public funds.

### STANDARDIZATION DESIRABLE.

An Arizona bulletin on school administration contains this sane advice to school boards touching the purchase of school supplies: "Before

the end of the school year ask every teacher to make a list in writing of everything needed to run the school for the new year—the article, amount needed for a year's work and the amount probably on hand at the end of current year; the grade, brand or mark of the things to be ordered.

"Probably the teachers will not think of everything needed. It is well to have a printed list made up from the orders of recent years, and place it in the hands of teachers. When the lists are all in, standardize the materials, so that the order may be as simple as possible and may be placed in large lots. It is not necessary to have several kinds of white crayon, several kinds of erasers, etc. Select the best kind and use that in all the schools."

While this advice is addressed primarily to village and consolidated country school boards, it applies to all communities with equal force. Without standardization of supplies, there cannot be economy of outlay or a high standard of efficiency. The best consistent with local conditions are none too good for all the schools.

### WORTH REMEMBERING.

A sentence attributed to the great commoner Gladstone, is worth repeating for the benefit of school boards: "Corruption there must be whenever there is not publicity. Publicity, that is the great advantage, the great security of political life."

The school board that is inclined to star chamber sessions, to private conferences and secret committee meetings may, with profit, frame this sentiment for its office.

### A PRETTY PICTURE.

A Utah paper, the Kaysville Reflex, contains under date of February 5, 1914, an editorial of which the opening sentences read:

"A gentleman, whose daughter has been attending the Kaysville Central school, and whose grade is housed in one of the basement rooms of the building, informs The Reflex that he has taken her from school on account of the unsanitary condition of the room. Last week the floor of the basement rooms was flooded with water on account of the stoppage of the drain pipes, and school was dismissed for a short time until the drain was opened. The ground under the floor of these rooms is still wet and will be until the middle of the summer, and then will be none too dry for good sanitary conditions."

From the same editorial it appears that the community is abundantly able to prevent this condition, in fact, that a building can be built without an issuance of bonds.

The criminality of such a situation is too apparent to require comment.



The Bureau of Education Favors All-Year Schools.  
—Nashville Tennessean.



When They Disagree.



Arithmetic is Eliminated from Lower Grades of Chicago Schools. —Chicago Inter-Ocean.



# EDWIN GINN—An Appreciation

(O. J. L.)

Edwin Ginn is dead; and he who was one of the most striking figures in the educational publishing world will be henceforth but a memory. He was more than a man of indomitable will and unusual foresight; he was a genius, and had the unbounded faith that characterizes those who are greater than they themselves know. He lived in the future. He saw visions and dreamed dreams. He lived to see many of his fondest dreams come true. In the great publishing house that bears his name, in the Charlesbank Homes, and in the World Peace Foundation he has left a fitting memorial to his extraordinary worth.

To use his own language, he was "blessed with poverty," but it was only the poverty of worldly wealth. He had health and ambition. Thru farm work and teaching he worked his way thru preparatory school and college. The year of his graduation he obtained a position as agent for a small book concern. Success marked his efforts. He decided to embark in the publishing business.

He early impressed his associates and the public generally with his rule of conduct: "Strict adherence to principle, punctuality, and the improvement of every moment." Others believed in him because he believed in himself. Without money and without experience he launched a business which was to attain remarkable proportions.

An important element in his success was the possession of the rare power to pick out the proper men to prepare books, to promote the business, and to share the responsibilities. In selecting his immediate associates, efficiency was the first requisite. He paid premiums on loyalty and talent. His scheme provided no place for the trifler, the time-server, and the capricious. He lived to see the insignificant enterprise of 1867 develop into a great business. That the house which he founded should have become the largest single educational publishing house in America—if not in the world—is doubtless due in a measure to the successful resistance of the tendency of the times to incorporate. A partnership continually fed from the ranks cannot grow old. It ever renews itself thru the channels of intense personal interest and personal responsibility.

It is difficult to measure the influence that the house of Mr. Ginn has had upon the general educational publishing business. Certain it is that there are many who have attained more or less prominence in connection with other publishing concerns who have at some time, in some capacity, been connected with Ginn and Company and come under the influence of Mr. Ginn's remarkable personality. Among these might be mentioned his early partner, D. C. Heath (deceased), the founder of D. C. Heath and Company; W. S. Smythe (deceased), of the same firm; Dr. Bacon of Allyn and Bacon; H. H. Titsworth, formerly manager of The Macmillan Company; C. C. Burchard of Frank D. Beattys and Company; E. O. Grover, manager of The Prang Company; W. E. Pulsifer, president of D. C. Heath and Company; W. F. Young, Chicago manager of Benjamin H. Sanborn and Company; George B. Chandler and Jesse Ellsworth of the American Book Company; W. S. Sheerer, formerly manager of Newson and Company; L. D. Vose (deceased) and E. R. Smith, formerly of D. C. Heath and Company; O. P. Barnes, publisher.

Mr. Ginn's earlier efforts were chiefly in the line of college textbooks. His first book was Craik's English of Shakespeare. This was followed almost immediately by Allen's Latin Grammar. The names of Allen and Greenough, of Hudson, Mason, Wentworth, Goodwin, and White, are inseparable from his first successes. However, the future had greater things in store. In 1890 conditions arose in the publishing business affording an opportunity which Mr. Ginn was quick to grasp, to extend the business along new lines. The rapid expansion which followed

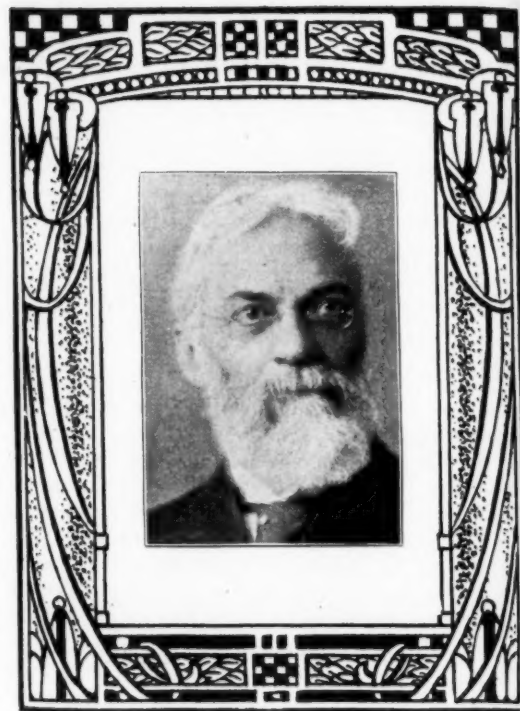
was attributable to a number of causes: first, there was the opportunity, then there was the valuable experience which now had been acquired, and the establishment of a sound credit.

But there was another factor of equal importance, a characteristic of Mr. Ginn's already noted: his remarkable talent of choosing as his associates men of peculiar strength. Here we have a striking illustration that Mr. Ginn made himself most powerfully felt indirectly. In this period of phenomenal development Mr. Ginn was supported not only by those unusual men, Mr. Plimpton and Mr. Parkhurst, his early partners, but further down the line by a group of young men—active, eager, enthusiastic, destined soon to share the responsibilities of partnership and help bear the brunt of the battles that marked the fierce competition of that day.

Thus it was that in the decade of the 90's Mr. Ginn began to realize the hopes that had been a "pillar of fire" thru all the years. At its close he was able to have leisure for outside enterprises. Later he busied himself with the problems of social economics. He built at large expense the Charlesbank Homes, a series of model houses, offered at nominal rentals to encourage sanitary living on the part of the poor. He interested himself in international peace and devoted large sums for the promotion of the cause. That his interest in affairs of this kind was deep and abiding is shown by the fact that nearly one-half of his entire fortune is to be devoted to philanthropic measures.

Mr. Ginn always took great pride in the excellent sanitary conditions which surrounded labor in the factory, and in the spirit of loyalty that pervaded the institution. He was greatly gratified that the Committee on Women's Work of the Russell Sage Foundation declared the Athenaeum Press to be "a standard for other bookbinding establishments." One of his last acts was to give sanction to a scheme now in operation providing for what amounts practically to a profit-sharing system for frugal employees.

Mr. Ginn was insistent in his practice of keeping constantly before his partners the principles



EDWIN GINN.  
Died January 21, 1914.

which seemed to him to be vital in the conduct of the business, emphasizing that "the man who has not been actuated by principle in the accumulation of wealth enjoys but a short-lived triumph." To quote his own words, "The life of a house depends not upon the amount of business secured, but upon the principles which guide its conduct; and, so far as I am able to judge, financial success is almost sure to follow the lines of uprightness."

Mr. Ginn was aged seventy-six. He lived to see many fond desires accomplished. He contributed abundantly to the comfort of others. He never knew the infirmities of age nor the tortures of disease. He was stricken while in possession of all his faculties. He dropped out in the fullness of health and of capacity to enjoy the fruits of his labor. A fitting close to a notable career.

## DEATH OF MR. O. M. BAKER

Orlando Merriam Baker, president of the G. & C. Merriam Company, and for many years a prominent figure in the educational publishing field, died February 2nd at his home in Springfield, Mass. Death followed an apoplectic stroke which Mr. Baker suffered on January 8th. Altho 81 years of age, he was up to the moment of his seizure in good health and directed the large business of the firm of which he was president.

Few men have had a more useful or interesting career than Mr. Baker. He was born in Canisteo, N. Y., on May 29, 1832. He received his education in Alfred University and Genesee

Wesleyan Seminary. In 1853 he began teaching in a little district school in Towlesville, Steuben county, N. Y., but after two years failing health compelled him to give up teaching and he went to work as a clerk on a Lake Superior steamer. In 1857 he went back to teaching, but in Wisconsin, first in Spring Prairie and Elkhorn and later in Milwaukee. There he became principal first of the Eighth Ward School, and then of the Fifth Ward School. So prominent was he in educational circles in that city that he became president of the Milwaukee Teachers' Association and of the Wisconsin State Teachers' Association.

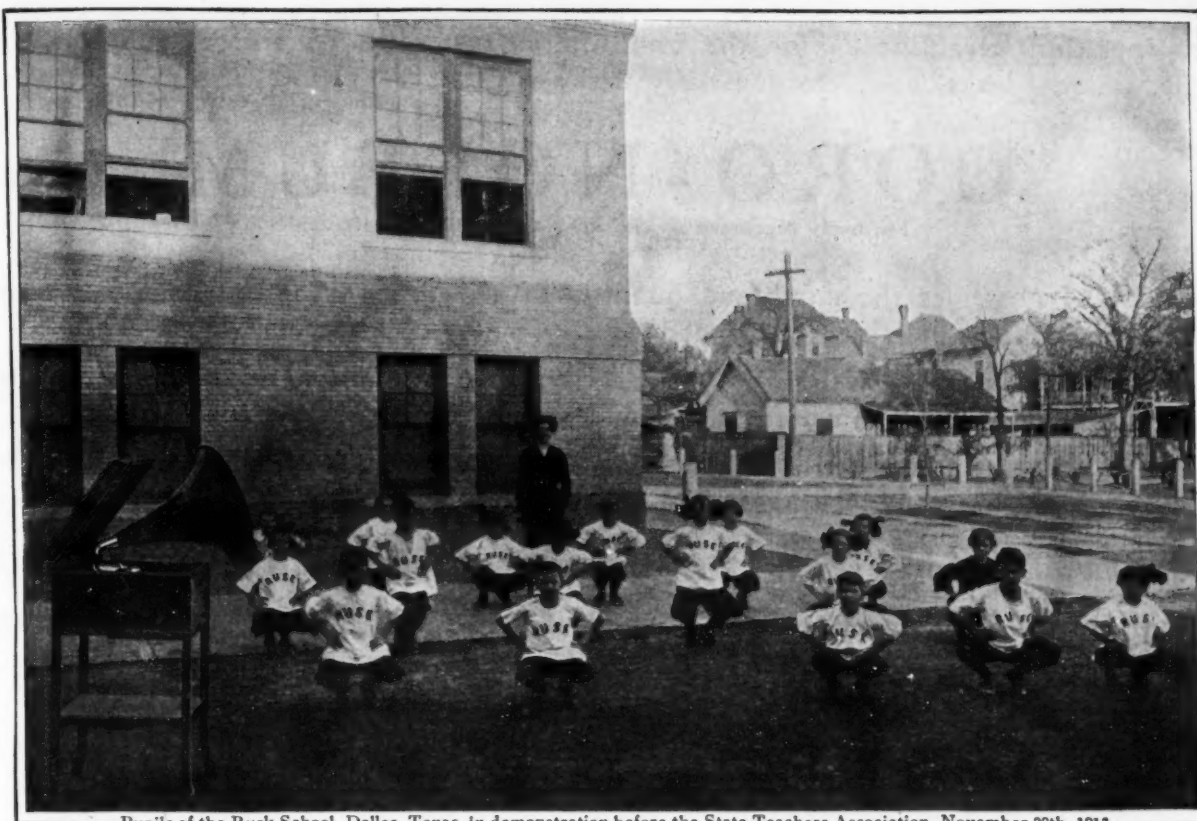
The popularity Mr. Baker enjoyed in Milwaukee was well attested by the reception that he received at a reunion of the pupils of the Eighth ward school held in June, 1905. He went all the way from Springfield to attend this reunion and was installed in his former principal's chair by his old scholars with great evidence of their love and respect. There he presided as he had used to do, and from that reunion he brought back a store of memories that were a source of deep pleasure to him all the rest of his life.

In 1867 poor health again compelled Mr. Baker to leave his profession. He then entered the book business and travelled thru Missouri, Kansas, Arkansas, southern Illinois, Indiana, western Tennessee, and Kentucky, as the representative of Ivison, Blakeman & Taylor Company. His headquarters were at St. Louis. His work among educational people made him so well known in Missouri that in 1871 he was



O. M. BAKER.  
Died February 2, 1914.





Pupils of the Rusk School, Dallas, Texas, in demonstration before the State Teachers Association, November 28th, 1913.

## The School Board of Dallas, Texas adds the Victor to its school equipment

Ever since its introduction into the schools, when the Victor first demonstrated its value in school work, it was a foregone conclusion that the school boards would eventually furnish their buildings with the Victor, just as they do with various other articles of school equipment—and that is just what is happening.

Heretofore each individual school has usually installed its own Victor, but now school boards have become so impressed with the usefulness of the Victor, and the fact that it is in daily use in the schools of more than **one thousand cities**, that they are including it as part of their standard equipment.

The school board of Dallas, Texas, has just appropriated **two thousand dollars** and added twenty-six more Victors (and appropriate records) to the number already in the schools, and they will eventually have two Victors in every school in the city.

Another indication of the increasing influence of the "Victor in the schools" is the endorsement and approval of the Victor book "What We Hear In Music" by the Supervisor of Music and Board of School Superintendents, which has resulted in the school board of New York City placing it on the regular list of text books for use in the New York schools.

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made assistant and soon after acting state superintendent of schools. This lasted for only a year and he then returned to Ivison, Blakeman & Taylor and stayed with that firm until 1877. At that time the firm was publishing a school series of Webster's dictionary and thru his employers' association with G. & C. Merriam, Mr. Baker found an opening made for him in the latter company in 1877. In that year he came to Springfield and has been a resident of that city ever since.

In 1882 he became a member of the firm of G. & C. Merriam and when ten years later the concern was incorporated, he became treasurer. When Homer Merriam, the president of the company, moved to California, in 1904, Mr. Baker was called to take his place, and he served continuously as president of the company until his death. Mr. Baker's business relationships were quite as pleasant as were his social alliances. He had a strong upbuilding influence on the business and until the last presided regularly at directors' meetings and at the regular Tuesday conferences. His strong work for the company was, as might have been expected, in connection with the educational field.

Mr. Baker was twice married. His first wife was Abbie M. Walton, a native of Canal Dover, O., and an assistant teacher of Mr. Baker's in Milwaukee. They had two children, Asa George Baker and Harris Walton Baker. Both sons are residents of Springfield and are connected with the company of which their father was president.

A brief summary of Mr. Baker's social and civic activities will suffice to show both his zeal for public service and the confidence that the public reposed in him. He was a member of the Aldine club of New York and of the Winthrop club, the Nayasset club and "The Club" of Springfield. He was a great lover of music, and in 1887 he helped to organize and was the first president of the leading Springfield musical association. He was chairman at one time of

the school committee and was a member of the central high-school building commission.

In the late 80's he was offered the nomination for mayor of Springfield by both parties, but this as other political opportunities, he declined in order not to let anything interfere with his business. He was a member of the Lake Mohonk international peace conference and attended the conferences regularly until two years ago.

Mr. Baker's all absorbing interest in life was the Webster International Dictionary. To this work he devoted all his energies, holding it to be of the greatest public importance. The high standard maintained by the Merriam Company, which caused the dictionary to have a reputation far greater than nation-wide and to be accepted as authority wherever English is spoken, was his constant care.

To his high calling Mr. Baker applied his fine mind up to the very end of his long life. In spite of his years, he had the heart of a boy and his friendship was a never failing delight to thousands of schoolmen as well as to scores of Springfield people. Until the seizure that caused his death, his mind had remained absolutely unimpaired, as was evidenced by the fact that he had continued in active work, and had just left his desk when he went out on his last walk. He was a man of the greatest geniality and he found keen enjoyment in his clubs and other social activities. His affections were strong and the coming of an old friend for a visit to his house was an occasion for a display of genuine feeling of a depth rarely found in one of his years. His was a keen, kind wit. He was supremely unselfish and the comfort of those about him was always his first consideration.

Mr. Baker was a fine type of the New England educational publisher. Anyone talking with him on the Webster dictionary was quickly impressed with the far-seeing shrewdness and knowledge of detail which he would display in considering the field for the dictionary from a commercial point of view. His knowledge of schools, gained

during his life as a teacher, stood him in good stead in his business afterward. He was especially well informed on the machinery of schools, their organization and modern pedagogic methods.

#### THE ETHICS OF FILLING VACANCIES.

Discussing the ethics of filling vacancies in the teaching and supervisory corps during the school year, Mr. W. I. Hamilton of the Massachusetts State Registration Bureau, writes:

"The problem of securing satisfactory teachers is, with many superintendents, a difficult one, particularly when a resignation occurs in the middle of the term or year. Frequently we are asked to recommend a teacher in an emergency, and, almost without exception, when the position carries a salary of \$550 or more, the superintendent states: 'I want to see somebody at work.'

"The Bureau cannot undertake to set a standard of service higher than that acceptable to employers of teachers, but we suggest as a topic for thought, and possibly discussion, this question: In filling an unexpected vacancy, is it best to take a teacher already employed in another place? Frequently a chain of half-a-dozen vacancies at midyear is caused by such a practice, when only one vacancy would have occurred had the superintendent been willing to accept substitute service, even tho slightly inferior, for the remainder of the year. One town near Boston has lost, since September, five of its best grade teachers thru calls to cities paying better salaries. While some migration of teachers is probably unavoidable under present inequalities of opportunity, should a superintendent's first thought be: 'Where can I find a teacher, rendering satisfactory service, whom I can induce to leave? or, 'Where can I find a substitute who can give me fair service the remainder of the year?' Which procedure will result in the least damage to the least number of children!

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## Who Is Attending Your School--- Do You Know?

Would the data compiled by your school be sufficiently comprehensive to be transferred to another institution should a pupil remove out of your jurisdiction?

Systematize your school records. Many schools are adopting the standardized forms of record cards recommended by the National Education Association. Standardizing the record forms means standardizing the sizes also, which, in turn, greatly facilitates the filing of such records.

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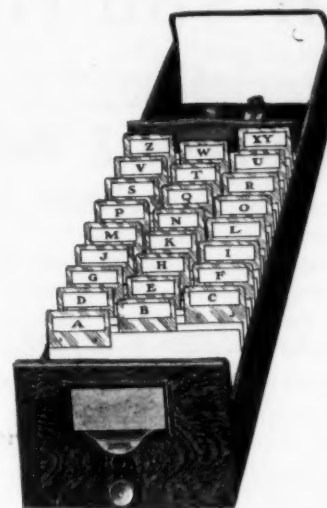
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"Do you agree with this statement from a recent article in the 'School Board Journal'?"

"When superintendents go around hunting for teachers they should be honorable enough to interview superintendents and school boards as well as the teachers whom they are trying to secure. Should they be favorably impressed with a teacher they should ask permission of both the superintendent and the school board to release that teacher in case she is willing to accept his offer of a position. No superintendent has a moral right to enter a city and try to secure a teacher before he has conferred with those in authority in the schools."

The Massachusetts Registration Bureau has, in accordance with Mr. Hamilton's convictions, definitely stated its policy in filling vacancies.

"We do not send notices of vacancies for your application, unless requested to do so by superintendents of schools. We undertake to serve you by giving superintendents of schools who may apply to us all the information we can by issuing from time to time bulletins regarding the teachers on our lists and by obtaining personal knowledge of positions and teachers so far as possible.

"In conformity with the best practice of the superintendents of schools in Massachusetts we hold that the following principles of procedure should be accepted and recognized by teachers and by employers of teachers:

1. Any teacher in accepting an appointment, unless other terms are agreed upon, shall do so with the understanding that no effort is to be made without the prior consent of the superintendent of schools, to secure another position before the close of one full school year.
2. Release from a position shall not be asked during the months of June and September by any teacher, unless for reasons satisfactory to the superintendent of schools.
3. Any resignation, for other reasons than to accept another teaching position, shall take effect only at the beginning of a vacation period, unless such resignation is for causes not within the control of the teacher.
4. Any teacher, having served in a position a year or longer, who desires to resign, shall give notice of such intention at least a month, or a longer period if the rules and regulations of the school committee so provide, in advance of the time the resignation is to take effect."

## Pennsylvania School Directors' Convention

The Pennsylvania State Directors' Convention held its annual session at Harrisburg on February 4th and 5th with nearly four hundred directors in attendance.

Among the speakers were Hon. Henry Houck, formerly Deputy State Superintendent of Public Instruction and now Secretary of Internal Affairs, Hon. J. Price Jackson, Commissioner of Labor, Dr. Samuel Hamilton of Allegheny County, Dr. M. G. Brumbaugh, Superintendent of Schools, Philadelphia, Hon. Nathan C. Schaeffer, State Superintendent of Public Instruction, and Commissioner of Health Samuel Dixon.

Dr. Dixon said, "We Americans have been too much in the habit of regarding our children as solid lumps of intellect and have forgotten their nature is a two-fold one; that they have bodies as well as minds and that, if we would have them grow up to perfect manhood and womanhood, we must educate their dual nature. Our school laws contain many provisions for the protection of the health of the children but these are far too often overlooked by the teachers and by those who arrange the overloaded curriculum. There should be a time in school life when the danger of sexual disease should be pointed out. This should not be left to the public theatres where there is a mixed audience. It too often attracts those with morbid minds. We should require the highest models of morality for our instructors of the youth, since they learn so much from example. The day is upon us when, as a Nation, we must conserve, we must produce more from our soil, and we must be more economical. We must educate mothers who will know what food stuffs are necessary to satisfy the growing bodies of their children. We must teach them how to select and prepare these foods. In our tuberculosis work we find mothers who have graduated from high school trying to rear their little children on molasses and

white bread and wondering why their offspring are stunted and emaciated. Many people who have hailed as a blessing the invention of the wireless method of communication, which has resulted in the saving of thousands of lives at sea, have arrayed themselves against or failed to make practical application of the scientific discoveries of modern medicine which could save the lives and strengthen the bodies of thousands of children."

Dr. Martin G. Brumbaugh, Superintendent of Schools of Philadelphia, outlined plans for a new type of educational training which, he declared, would effectually bridge the gap between school and industrial life. "If the schools do not teach the pupils to earn bread as well as to read the newspapers, they are not doing their full duty. The transition between school and industrial life at the present time is too sudden. At the age of fourteen years a boy or girl can procure an employment certificate. Many take advantage of this and immediately enter upon industrial activity. Up until that age students are under the care of the parents and the trust officers. One day later all is changed. They are allowed to enter a mill or factory, little prepared to take up the exacting duties of earning food by the daily toil of their bodies. Philadelphia is working out the problem by merging school and industrial life. Children under 16 years of age are allowed to work four days a week and the other two they spend in school, learning various trades at their employer's expense. The day is imminent in Pennsylvania when the child will work and study in this manner.

The Association declared itself unalterably opposed to the passage of any legislation or enactment of law whereby any consecutive employment of a teacher in a district shall constitute permanent employment or life tenure of said teacher in said school district.



## If You Had Seen a Navajo Indian

weaving on his primitive loom you never would have forgotten the crude methods by which he obtained such marvelous results. Take any subject you may, history, geography, geology, industries, literature, etc., and place the essentials of that subject before a class in photographic form as the work progresses, and at the end of the term that class will know thoroly the important features of the course.

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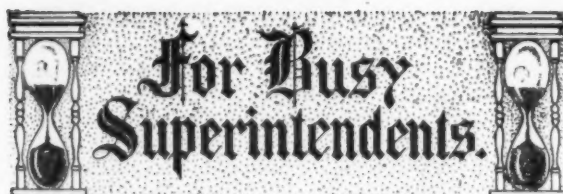
There are 1,000 slides in the system arranged according to a cross-index plan. Each scene is accompanied by detailed descriptive text and illustrates from two to six, in some cases ten or more, of the different study topics taught in the regular school courses, giving the system a teaching capacity equal to 10,000 slides selected on the usual expensive and cumbersome plan.



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### THE LONGER HIGH-SCHOOL DAY.

The advantages of the double session day for high schools as compared to the single day session are well stated in a circular recently issued by the Board of Education of Syracuse, N. Y.

The actual school day in Syracuse has in the past, been four hours and fifteen minutes, with no period for lunch or recreation. The school authorities have considered this day inadequate because it provides study periods under proper supervision that were too few and which made impossible such general educational features as lectures, musical and dramatic exercises. It was found also, that the short session proved to be injurious to the health of a large portion of students and was directly the cause of a large number of failures.

An investigation by the school authorities brought out the fact that of 117 cities in the United States only eight have the half-session day that formerly prevailed in Syracuse. Twenty-seven cities have a two-session day, practically the grammar school day, and 81 cities have a school day of approximately five and one-half hours with one-half hour intermission for lunch and recreation.

The longer school day which was introduced in Syracuse last September has proven a success in that the principals have observed the following health and physical administrative advantages:

#### A—Intellectual.

1—The entering pupils can be accommodated at the regular session when the mind is most active and alert, instead of at a special afternoon session of three hours and twenty-five minutes.

2—Teachers and pupils feel less hurried and are doing more thoro, careful work in a more thoughtful, considerate manner.

3—Pupils have more time in school for study, while the teachers are at hand to give them assistance.

4—Since they have had their dinner, pupils stay voluntarily to consult their teachers about points in the lessons which they do not understand.

5—The home work required of both teachers and pupils has been reduced to a more reasonable amount, since teachers have one free period each day and pupils at least two study hours.

6—Pupils can now complete required laboratory work during school hours, which makes it unnecessary for them to return several afternoons in a term as formerly.

7—All pupils are studying more than usual and more eager for opportunities to make up lost work. Under a fair trial of hours, this should result in a marked improvement in the general scholarship of the school.

8—The decrease in the required amount of home study affords all more opportunities for recreation, for art, for social duties, for church obligations, and for giving assistance at home, wherever it is needed.

9—Many pupils from homes where there are no provisions for quiet study claim that the improvement in their work during this term is due to the opportunity to do more studying at school.

10—Many pupils have come to prefer the new hours because they have found they can do creditable work without home study if they make good use of their study hours at school.

11—The teachers are doing better work this term because they are not forced to try to accomplish in four hours the amount of work that other schools complete in five or six hours.

#### B—Physical.

1—The later hour of opening is more convenient for nearly everyone since all can arrive on time and in better physical condition. Pupils arise more frequently in time to eat a proper breakfast before starting for school.

2—Pupils and teachers have the noonday meal at a reasonable and regular hour.

3—The thirty minutes intermission affords all a time for relaxation which produces greater interest and enthusiasm during the latter part of the session.

4—The rush and drive of the shorter day have given way to a more business-like spirit and attitude on the part of all pupils during school hours.

5—Many parents report that their children are eating and sleeping better than under the old system.

6—Many parents say that the lunch at school has solved one household problem for them, since all members of the family can have a warm meal at the regular noon hour without serving dinner from twelve to half after one.

7—The accommodation of the entering pupils at the regular session makes it possible for all to complete their school work by daylight and to return home before it is dark.

8—Pupils who are short one elementary subject are no longer obliged to attend parts of two sessions.

9—It is now possible to clean the building after the pupils are dismissed and to complete the work at a reasonable hour. This is a distinct gain to the health of the pupils and a financial saving to the city.

10—The small number of recommendations received from doctors suggesting that the work of individuals be lightened by reducing the number of subjects or the length of time in school seems to prove that the general health of the pupils has not been impaired by the new hours.

11—Very few pupils have withdrawn from the school since the opening of the term because of poor health.

#### C—Administrative.

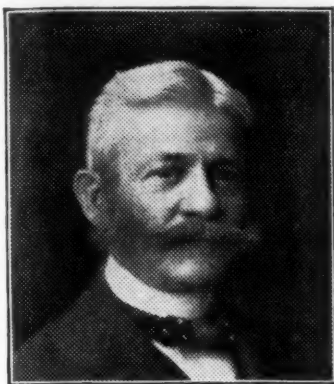
1—Under the new hours it is possible to make a better daily program with a more even division of the work among the teachers and a better grouping and placing of the subjects for the pupils.

2—Teachers have more time to arrange work on blackboard, to find illustrative material in the library, and to prepare reference work for their classes.

3—There are more opportunities for teachers to help pupils after school, because, having eaten their dinner, they will suffer no physical injury nor discomfort from staying.

4—The daily attendance is much improved and the number of different pupils who are tardy has been decreased.





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### PROMOTIONS IN JACKSON, MICH.

The following statement of principles governing promotions in the Jackson, Michigan, schools has recently been issued from the office of superintendent E. O. Marsh:

1. The teacher is to be the judge of fitness for promotion, the principal, the grade supervisor or the superintendent acting in an advisory capacity when necessary or desirable.
  2. She is to base her judgment on the ability of the child to do the work of the next higher grade.
  3. This ability should not be settled by any averaging of marks or by the results of so-called final examinations, but by the teacher's conviction, founded on all possible sources of information, and growing out of her work and daily association with the child during the semester. There is no doubt that examinations have a distinct value in testing the work of pupils, as well as the efficiency of instruction and instructor; but final examinations are no fair criterion of a pupil's fitness for promotion.
  4. While the main weight must be laid on ability in arithmetic, grammar, geography, and history, in determining promotion in the upper grades, as it must upon ability to read in the first grade or two, yet no hard and fast "dead line" is established by the superintendent. The teacher is to settle the case of each individual child on its merits and decide whether he will profit more by work in the next grade or by repeating the work of the grade he is in. She would be justified in taking into account the age and health of the child, exceptional and unusual conditions which he has had to contend with during the year, the length of time he has been in the grade, the probable duration of his school career, and other matters not strictly scholastic.
  5. In doubtful cases give the child the benefit of the doubt and promote him with his classmates, in the meantime doing everything possible to make his preparation more adequate, particularly in the subjects mentioned in section four.
- Objection may be made to the foregoing on the ground that it tends to lower the "standard." This should not be the case. Teachers rise to such a responsibility when it is placed upon

them. Moreover, the natural desire of a teacher to have her pupils do credit to her, as well as to themselves, in the next higher grade is a powerful check to indiscriminate promotion. As for the "standard," it should be kept up in the processes of instruction during the year and not become suddenly operative at the end. We should remember, too, that "standards" and "systems" are not primarily what schools are made for, but children. If we make the welfare of the children the sole determining factor in our treatment of them, in matters of promotion as in all other matters, we cannot go far astray.

A special investigation of "retardation" and "elimination" made in the Jackson schools in February, 1912, showed about half the children "retarded;" it also showed that half the children were being "eliminated." The elimination was due, of course, in large measure to the retardation, the children who had failed having become discouraged, lost interest or become so old that they refused to remain in school.

As a result of this investigation several movements were immediately started. Ungraded schools have been organized for the special progress of individuals. Intermediate schools (junior high schools) have been authorized in which the older children will have their studies adjusted to their needs, and be promoted by subjects instead of by grades. The elementary school course has been reduced in length from nine years to eight, to make the children from a half year to a year younger in all the grades. Each grade has been divided into two half grades to save a half year to children who fail to break up the "lockstep" by making special promotions during the semester and double promotions at the end of the semester.

In regard to the last point the following procedure is followed: A teacher who finds a pupil notably capable of work in a higher grade or notably deficient in the work of a lower grade should bring the case to the attention of the grade supervisor, in whom is vested authority to make special promotions and demotions. Pupils who have been regularly promoted should be demoted only in rare instances and for exceptional reasons. In ordinary cases, backward pupils merely remain in their present grade and fail of promotion at the end of the semester.

### FOR BUSY SUPERINTENDENTS.

A radical innovation in the professional administration of the Boston schools, involving the appointment of a "director of promotions and educational measurement" and removing from the assistant superintendents all independent action, has been ordered by the School Committee. Under the rules of the committee the assistant superintendents have, in the past, constituted a board which determined the rating and promotion of teachers, examined applicants for positions and performed other professional services upon its own initiative.

The work of this board will now be done by a director of promotion and educational measurement under the direction, and subject to the approval of the superintendent. In addition to developing and operating a merit system of promotion of teachers, the new official will conduct independent investigations of the efficiency of the schools, looking particularly into such problems as retardation, elimination, truancy and child labor, etc.

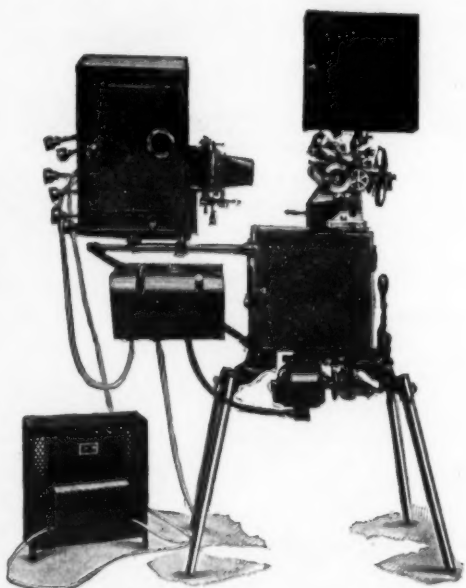
Middletown, O. Supt. N. D. O. Wilson has recently reported to the Bureau of Education the success of the plan of employing cadet teachers. Graduates of the high school or of any first grade high school are assigned to divided classes and receive practice training along with a regular course of study, pedagogy, psychology and school management. The cadetship lasts 80 weeks or two school years each. The teachers are immediately under the direction of the primary supervisors and superintendent. Such cadets as attend a summer normal school are given credit accordingly. All cadet teachers receive a salary of \$20 per month or \$200 per year.

The Harrisburg, Pennsylvania, School Board recently adopted the recommendation of the Superintendent and high school principal that an experienced and competent female teacher advisor be employed to have general out-of-door oversight of high school girls. The duties of such teacher include personal conferences with mothers in the homes, and with the students themselves, the determining of causes for failure in studies and for dropping out of school, advising on personal matters, securing safe and proper employment for those forced to leave school,

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conferring with employers, and, in general, acting as helper and advisor on all matters pertaining to the educational and personal welfare of high school girls.

The Chicago board of education has accepted a recommendation of Supt. Ella Flagg Young that the daily sessions of the several high schools be increased from five to six hours. The change gives opportunity for an additional amount of shopwork, and for longer periods in sewing, physical culture, as well as the regular academic branches. The longer day involves an increase of twenty per cent in the teaching time of the teachers. This will be compensated for by a raise of ten per cent in salaries.

The public schools of Jefferson City, Mo., have displayed unusual activity in modernizing the curriculum and adding to the school plant. A bond issue of \$100,000 has been voted for new buildings to be constructed during the coming summer.

Upon the recommendation of Supt. S. A. Baker, Manual Training has been introduced in all the schools, a teachers' training course has been added to the high school, and a commercial department has been opened. It is expected that kindergartens will be established in September, 1914.

South Bend, Ind. The school board has consented to a survey of the school system.

Supt. F. E. Lurton, Detroit, Minnesota, whose consolidated district comprises over twenty-five square miles, is actively promoting agricultural education among the rural communities about him. A number of farmers' clubs have been organized. An alfalfa club whose members are assisted in procuring pure seed and are pledged to begin the cultivation of this crop and a boys' and girls' corn club whose members will each cultivate personally an acre of corn for the state acre yield contest, are also among the live things started. Extensive exhibits at the state and county fair are being promoted. A largely attended short course for farm boys and girls has just closed with an excursion to the North Dakota Agricultural College at Fargo.

Mr. Lurton has recently been re-elected with a substantial increase in salary.

Mr. C. Green superintendent of the Juneau, Alaska, schools has begun an agitation for the formation of an Alaskan Principals' Association.

The immense size of the territory makes the project extremely difficult. The organization is, however, under way and will probably hold a meeting next summer.

Walla Walla, Wash. At a meeting of the local citizens and members of the city commercial club, favorable action was taken regarding the proposed plan for a junior high school. It was the consensus of opinion of those present that the board would be taking an advanced step in spending the city's money for the establishment of a junior high school. It would relieve the congestion in the grades and improve the administration of the high school.

Supt. P. P. Colgrove of Virginia, Minn., has expressed himself in no uncertain terms regarding lazy or indifferent high-school students. A bulletin recently issued to students reads:

"With the close of the first semester all students in the high school who have not passed in at least two subjects, except for valid cause, will be dismissed as either incompetent, lazy or indifferent. Those unprepared will go back to the eighth grade.

"When the principal thing a student is acquiring is the habit of loafing, the school is a harm to him and he might better be out in the world earning his own living."

As a means of reorganizing the administrative department of the schools on a more efficient basis, Supt. Charles E. Chadsey of Detroit, Mich., has recommended to the school board the creation of the office of assistant superintendent and the transfer of the three supervisors to the administrative department.

Under the new arrangement, the assistants will work under the direction of the superintendent in carrying out the subordinate duties which he will delegate to them. The change has been found imperative because of the rapid growth of the schools and the consequent increase in the duties which have fallen upon the shoulders of the superintendent. It is expected that the change will reduce these duties leaving the superintendent free to inaugurate new plans and new policies. It will also mean a more efficient control of the minor administrative work which in reality belongs to an assistant.

Supt. M. E. Pearson of Kansas City, Kans., has put into operation a new system of instruction which reduces the number of classes in the

schools by one-half, making eight in the course as against sixteen in the former plan. The new system calls for a study period following each recitation hour and the abolishment of the 4A and 4B classes. During the study period slow students are helped and an effort is made to reduce the number of failures. A feature of the work is the introduction of the junior high school. By the plan, the last year of the grade school is included with that of the freshman year in the high school.

Supt. Z. C. Thornburg of Des Moines, Ia., has begun a special class for truants in one of the school buildings. An "opportunity" class has also been established for the benefit of those who do not succeed in their class work or who wish to take up special lines. The present class is the second of this character to be established in the schools. A pre-vocational school has been opened with prospects for a good attendance.

At a recent meeting of the male principals of the public schools of Tacoma, Wash., a permanent organization was affected under the name of the Men Principals' Club. The aim of the organization is to promote the social activities and to discuss the live questions which are current among the public. A temporary chairman and secretary were elected.

Supt. B. M. Watson of Spokane, Wash., has begun a systematic effort to enroll new pupils of the required age during the second semester of the school year. Students in the grades and high school have been requested to acquaint their parents with the advantages of enrolling small children at this time. It is claimed that the weather at the spring season is far better than in the fall for the daily trips of the pupils and that the small classes afford opportunities for more individual attention on the part of the teachers.

Rockford, Ill. The departmental system of teaching has been established in the eight-grade schools. With two exceptions the system is the same as that in use in the high schools and colleges and was begun experimentally in the local schools last year.

Thru the initiative of Supt. J. M. Frost, the school authorities of Muskegon, Mich., have taken advantage of every method and device for the prevention of panic and loss of life by fire in school buildings. As a striking example of the



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The National System for Elementary Schools is fully described in our eight page booklet. Another explains the National System for High Schools. We will send them both on request.

1. Last name		2. First name and initial		3. Place of Birth		4. Date of Birth		5. Vaccinated		6. Name of parent or guardian		7. Occupation of parent or guardian		8. RESIDENCE. (Use one column at a time. Give new residence when pupil is transferred.)		9. DATE OF DISCHARGE		10. AGE YEARS MONTHS	
Osborne		Beatrice H.		White Cloud, Mich.		1900-10-9		1911-4-20		Percy Osborne		P. R. Engineer		89 Marquette Ave. 1/41 1/2 West St. Holland, Mich.		1911-10-20		11 0	

When a pupil is permanently discharged to work, to remain at home, or because of death, permanent illness, or commitment to an institution, this card is to be returned to the principal's office and a full statement of the cause of the pupil's discharge is to be made in the blank space remaining above.

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responsibility resting on the principals, a number of pamphlets depicting the dangers of fire and panic have been distributed. Principals are urged to impress the principle of fire safety on teachers and to keep the idea always before them. Fire drills are held monthly, and in good weather several times during the month, and reports made to the superintendents' office. Janitors and principals co-operate in keeping the school grounds and basements free from wastepaper and rubbish. Attention to this item removes, to a great extent, the danger of fire from spontaneous combustion.

Middletown, O. The board of education has recently purchased eight and one-half acres of land for a playground. In another section of the city two acres have been added to a three acre tract for similar purposes. The grounds are being fitted with play apparatus.

Acting upon the suggestion of Supt. B. F. Martin, the school board of Newton, Kans., has transferred the eighth grade to the newly erected high school building and reorganized the sixth and seventh grades into a modified junior high school. A form of departmental instruction has been decided upon in addition to manual training and domestic science.

With the opening of the second semester of the school year, a system of "subject promotion" has been put into operation in the schools of Anderson, Ind. According to the plan, students who maintain a high standard in any branch are promoted conditionally or given credit for what has been accomplished. Those subjects in which they are deficient must be made up in the grade which they have just left. It is the aim of the school authorities to advance students more rapidly and to hold them in school longer than would be possible under the former promotion system.

Since the first week of January, 1914, the board of education of Middletown, O., has operated night classes for adults. The work is under the immediate supervision of Supt. N. D. O. Wilson and a competent corps of teachers and principals. Particular attention is given in the night classes to industrial subjects and large classes have been enrolled in elementary electricity, industrial chemistry, woodturning, cabinetmaking,

physics, mechanical drawing, mathematics, stenography, bookkeeping, business methods and correspondence.

For women and girls courses are conducted in cooking, sewing and millinery. The common branches are taught and special classes in English and civics have been organized for aliens. Physical training is provided in the gymnasiums of each school building.

All told seven hundred students have been enrolled in the evening classes.

Burrillville, R. I. Acting upon the suggestion of Supt. J. C. Sweeney, the school board has changed the afternoon sessions in the high school. School will now begin at twelve o'clock noon and close at 2:30 o'clock. Formerly the afternoon program began at one o'clock and closed at 3:30. It was found that about 40 of the students resided at some distance from the school and it was thought best to shorten the afternoon hours for the benefit of both these students and their parents.

Members of the Cincinnati Board of Education are engaged in a legal battle to prevent the establishment of the "small board" required by the Jung law passed in 1912. At present the board consists of 28 members and these are to be replaced by a membership of five or seven as the board itself may decide. A suit to test the constitutionality of the law has been begun.

Princeton, Ill. The school board has established a course in Swedish in the high school. The new course was opened following requests of several parents and will be conducted similar to the German classes.

Akron, O. Eighteen of the local dentists have consented to devote one-half day each month to the care of teeth of children whose parents are unable to pay for the treatment. The medical inspector found that one of his great difficulties was the care of the teeth of a large number of children who needed dental care and whose parents could not afford to pay for it. The sum of \$100 has been appropriated for the equipment needed by the dentists.

Kansas City, Kans. The school board has reserved a room in one of the schools for inspections of school children for defective teeth. The examinations will be made by the Wyandotte County Dental Society.

## PERSONAL NEWS OF SUPERINTENDENTS.

Mr. Arthur Wilson, for six years superintendent of schools at Aberdeen, Wash., has announced his resignation to take effect in June of the present school year.

Cranford, N. J. Miss Sarah Edmond, formerly principal of the high school, has been appointed supervising principal of all the schools. Miss Edmond's salary has been fixed at \$2,500.

Hamilton, Mont. Supt. Henry Schwarm has been re-elected for the ensuing year to serve his sixth term.

Wyandotte, Mich. Supt. H. C. Daley has been re-elected for a three-year term. The salary has been fixed at \$2,000 per year.

Anaconda, Mont. Supt. W. K. Dwyer has been re-elected as head of the schools for a three-year term.

Denver, Colo. Supt. Wm. H. Smiley has been re-elected as head of the public schools for the ensuing year.

Supt. R. J. Cunningham has been re-elected as head of the schools of Bozeman, Mont., for a three-year term.

Mr. John Dietrich, superintendent of public schools of Helena, Mont., has been re-elected for a three-year term at an increased salary of \$4,000. Mr. Dietrich enters upon his fifth term as head of the local schools.

Supt. E. E. Ferguson of Bay City, Mich., has been re-elected at a salary of \$3,500 per year.

Livingston, Mont. Supt. B. A. Winans has been re-elected with an increase of salary.

Mr. J. C. McGlade, of Red Oak, has been appointed State High School Inspector for Iowa.

Supt. J. M. H. Frederick, of Cleveland, has been awarded \$2,375 by the common pleas court in a suit against the school board of Lakewood, O. Mr. Frederick was superintendent at Lakewood when a change took place in the membership of the board and was dismissed by a vote of the new members. He claimed salary under a contract and won.

Benton Harbor, Mich. Mr. Frank A. Jensen of Hart, Mich., has been elected superintendent of schools.

Mr. Daniel Hull of Kansas City, Mo., has been elected superintendent of schools at Grants Pass, Ore., at a salary of \$1,800 per year (twelve months). Mr. Hull assumes his duties on June 1.

# The "Just as Good" Schoolhouse

## A FABLE IN FACT

Once upon a time there was a school board that felt it must economize.

A new schoolhouse was to be built and the board did not have the money to do the job right.

So everything from garret to basement was cheapened and "just as good" material adopted.

Composition board was substituted for the acknowledged slate blackboard, quarried from good old Mother Earth.

After a while the "Just as Good School" was finished.

Everything went smoothly for about six months.

Then the roof began to leak, the walls cracked, the foundation settled and the substitute blackboards warped and crumbled.

Then the citizens condemned the "Just as Good Schoolhouse" in heated terms.

The school board shouted back "give us more money."

The teachers shouted, of course, for blackboards, because of their daily and hourly use and the school board responded with Pennsylvania Slate.

---

**Moral:** The best is usually  
the cheapest.



# 18 Facts About Slate Blackboards

- 1 Simple to install.
- 2 Cheap in price.
- 3 No repair bills.
- 4 Absolutely non-absorbent.
- 5 Do not warp.
- 6 Do not discolor.
- 7 Most hygienic.
- 8 Easily washed.
- 9 Wear for years.
- 11 No uneven surfaces.
- 10 No scaling or peeling.
- 12 Easy on teacher.
- 13 No resurfacing.
- 14 No janitor complaints.
- 15 No glossy surfaces.
- 16 No dust pockets.
- 17 Eye strain eliminated.
- 18 Best chalk marking surface.

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Diamond Slate Company, Pen Argyl, Pa.	Penna. Blackboard Co., Slatington, Pa.
Excelsior Slate Company, Pen Argyl, Pa.	Phoenix Slate Company, Wind Gap, Pa.
Granville Hahn, Walnutport, Pa.	Stephens-Jackson Co., Pen Argyl, Pa.
E. J. Johnson, 38 Park Row, New York City	M. L. Tinsman & Co., Pen Argyl, Pa.
Lehigh Struc. Slate Mfg. Co., Bangor, Pa.	Thomas Zellner, Slatington, Pa.

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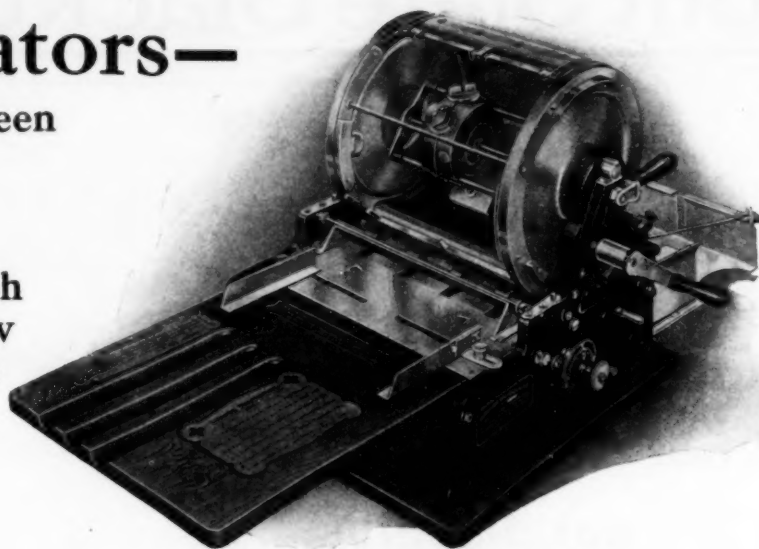
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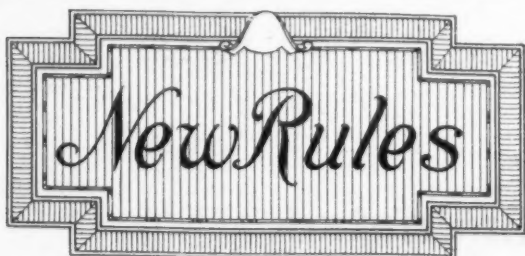
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### NEW RULES AND REGULATIONS.

The school board of Kansas City, Mo., has passed a rule prohibiting speechmaking at all times in the public school buildings. Printed copies of the new rule have been distributed among the principals of the schools for their guidance. The rule has been made necessary following the attempt of a certain organization in the city to inflict speeches of a partisan nature upon the patrons in attendance at a recent public meeting.

Under a new rule of the board, school children in Des Moines may play upon the school grounds after school hours. It is provided that one teacher in each building shall be delegated to this work with an increased salary to cover the additional duties. The grounds have been opened to provide recreation for the children who seek admittance to them at the close of school. In addition to the healthful exercise obtained on the grounds, it is expected that the supervision of the play instincts will make for better moral conditions on the part of those children whose mothers are working women and who have no means of controlling the children during the hours immediately following the close of school.

Indianapolis, Ind. The school board has adopted new rules prohibiting dancing in the public schools and the announcement of the exhibition of educational films in neighboring motion-picture theatres.

A new rule has been passed by the school board of Malden, Mass., to govern the absence and return of teachers to classes. The rule reads:

"Teachers who are about to be absent from their classes for any reason whatever must notify the superintendent of schools before 8:30 a. m.

on the day of absence. Teachers who are about to return to work after a period of absence must notify the superintendent before 8:30 a. m. on the day of return. The superintendent of schools shall have the power to deduct from the salary of any teacher who fails to observe the above, a sum sufficient to reimburse the city for any loss occasioned by such failure."

The purpose of this law is to avoid making the city pay a substitute and a regular teacher at the same time.

Cincinnati, O. A rule adopted by the newly organized board of education provides that the president of that body shall be an ex-officio member of all committees. The change places the president in intimate touch with every achievement of the board and gives him unusual power in the deliberations undertaken.

Thru an amendment of the appropriation bill for the District of Columbia, the solicitation of funds for purposes other than for athletics and commencement activities will be barred in the public schools of the District. Objection has been made to the collection of funds for the reason that many children are humiliated when unable to respond to the demands made upon them.

Clinton, Ia. The school board has amended its rules governing the duties of the superintendent. The revised regulations read:

All directions to teachers, pupils and janitors from the board, and all requests to the board or any committee thereof, including requisitions for supplies, tools, etc., must be made in writing, and any action taken thereon shall be signed by the president and secretary, or the committee having the matter in charge, and shall be communicated thru the superintendent.

The school board of Lynn, Mass., thru the passage of a new rule, has transferred its responsibility for high-school social functions to the parents of the students. The action was taken on the ground that the students who participated in high-school dances sought to evade the supervision of the faculty with the result that the members refused to be held responsible for anything which might follow.

The notice sent to parents reads: "The undersigned feel that it is their duty to make clear to the parents of high-school pupils that the dances given by the various clubs made up largely of

pupils of the schools, are not in any way under the supervision or control of the faculties but in some cases are held in order to escape that supervision. Hence it should be distinctly understood that the schools can in no sense be held responsible for the conduct or the results of these dances. We further strongly advise all parents who allow their children to attend such dances to go in person and see for themselves that what professional dancers in demonstrating make of these dances and what some boys and girls make of them may be wide apart."

Upon the recommendation of one of the members, the school board of Davenport, Ia., has under advisement a new rule barring pupils above the third grade from enrollment in German classes for the first time. Under the new rule, those above this grade will be enrolled only upon the permission of the superintendent. All students will be expected to begin the study with the first week of the school year and no pupil who has enrolled will be allowed to drop the subject.

The new rule is being considered as a solution to the dissatisfied attitude on the part of teachers, pupils and superintendent in connection with the conduct of the study. Pupils lose interest and relinquish the study upon the slightest pretext, the teachers have no authority to force students to remain in the classes and the instruction is not producing full value for the money spent.

Columbus, O. The school board has revised its rule governing the use of school buildings for paid entertainments. In the future the school buildings will be open at charges of \$2, \$5 and \$10 respectively, according to the character of the entertainment and the admission fee charged. The board reserves the right to determine whether the entertainment is suitable for the building and to fix the charge.

### New Rules in Cincinnati.

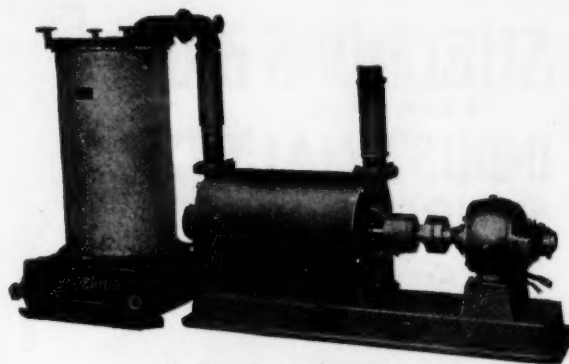
Acting upon the suggestions of Supt. Randall Condon, the school board of Cincinnati, O., has given its approval to several changes in the administrative management of the schools which are in some respects considered radical. One of the changes abolishes the rule barring women from administrative offices and places them on a par with men for the positions of principal or superintendent.



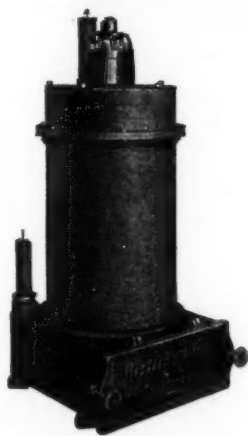
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Another departure from past experience is the elimination of the rule barring married women from holding positions as teachers. A regulation barring persons outside the state from holding any office in the schools has been rescinded.

Further recommendations of Mr. Condon provide for the repeal of the rule discriminating between male and female teachers in the matter of salaries for equal work; a revision of the rules allowing the superintendent to select the best qualified teachers from the eligible list who possess no university degrees in preference to those of less ability but who possess degrees from the university.

The recommendation is made that payment to the Kindergarten Training School be discontinued for the services of cadets. The money is to be used in the future for the appointment of an additional member of the college of teachers' faculty who shall have charge of the training of these teachers.

The standard schedule of accounting, recommended by the United States bureau of Education, will be adopted for use in the schools.

#### Duties of School Nurse.

Canton, O. The school board has adopted a set of regulations, drawn up by Supt. Baxter and one of the members, which will govern the duties of the school nurse. They read as follows:

"The school nurse shall be under the general supervision of the superintendent of instruction.

"She shall report at the office of the superintendent, unless otherwise directed, each morning until 9 o'clock to receive reports from the various buildings where her services may be needed.

"She shall visit the homes where pupils are reported sick to ascertain whether the pupil should be absent from school, except in such cases as are known to be under the care of a physician. She shall not visit any home in which there is contagious disease.

"She shall inspect pupils thought to be defective as to scalp, nose, eyes, skin, teeth, mouth, throat, etc., keep a record of such cases, and where necessary recommend to the parent that a physician be consulted.

"She shall follow up children who have been excluded from school on account of minor contagions, such as favus, scabies, impetigo, pediculosis, etc., by visiting the homes and conferring with the parents, either showing how to treat the case or using her influence to have the child put

under the care of a physician. Treatment for the above minor communicable diseases may be administered by the school nurse at the home if the parent is willing. She shall refer all other cases to the family physician and shall not show partiality in recommending any one or more particular physicians when no family physician is employed.

"She may act in all emergency cases until the physician arrives and may give emergency treatment for cuts, burns and skin wounds and advise parents to continue treatment.

"She shall aid and instruct the teachers relative to her work and relative to the exclusion of pupils who have communicable diseases or who have such diseases in their homes, especially such diseases as are subject to quarantine by the board of health.

"She shall be governed in all other matters by the rules which apply to school nurses in general, but in no case shall anything be done knowingly

that will conflict with the established rules of the board of health.

"She shall make monthly reports of her work to the superintendent of schools."

#### THE NEW PRESIDENT OF THE UNIVERSITY OF IDAHO.

Dean M. A. Brannon, of the College of Liberal Arts, University of North Dakota, has been elected president of the University of Idaho and will begin his new duties in April.

Dr. Brannon was the final choice of a long list of names under consideration for the presidency of the Idaho State University. For nineteen years he has been at the head of the College of Liberal Arts of North Dakota, and as such understands thoroughly Western conditions. He is a "Hoosier" by birth, a graduate of Wabash College and received his Doctor's Degree from the University of Chicago. He has taught in the high school at Fort Wayne, Ind., and was for a number of years professor of botany at the University of North Dakota. In the latter capacity he conducted a biological survey of the State and was instrumental in the establishment of a State Biological Station.

He directed the organization and equipment of the North Dakota School of Medicine and acted as its dean for eleven years. He also was closely associated with the extension work of the university and did much field work in connection with high-school lectures and activities for the North Dakota Better Farming Association. In 1911 he was appointed dean of the College of Liberal Arts, a position second only in importance to that of the president.

Dr. Brannon's work, while largely administrative, has included valuable contributions to scientific and educational literature. He has been particularly active in issuing reports and monographs on grasses, forage plants, mildews and other botanical subjects. Recently he has been engaged in an investigation of the effects of cold storage upon the tissues and chemical composition of fruits and vegetables.

As a leader in educational, industrial and social affairs Dr. Brannon has gained a reputation second to no university man in the Northwest. The Idaho state board, in selecting him, felt that he combined the qualities necessary to realize the opportunities of the University of Idaho for great usefulness.



DR. M. A. BRANNON  
President-Elect, University of Idaho.

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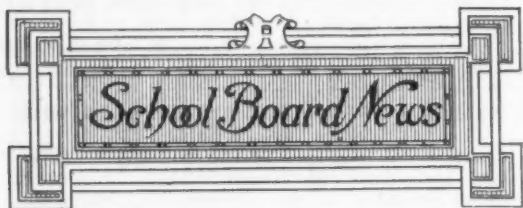
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A report of the Altoona, Pa., high school, shows that a students' luncheon has been conducted in the school for several years furnishing wholesome food to students at a very low rate, and at the same time, realizing a profit over and above the cost of management. The lunchroom feeds daily 1,500 students at an average cost of seven-and-one-half to ten cents per lunch.

The room is so efficiently managed that every student is served within twelve minutes by fifteen waitresses and three kitchen assistants. The daily sales of the room range from \$50 to \$60 and the amount of food consumed includes at least three thousand sandwiches, fifty to sixty dozen buns, fifty to seventy-five loaves of bread and great quantities of meats. The cost of equipping the lunchroom was \$1,000 and the profits have ranged from \$300 to \$400 annually.

Jackson, Mich. An improved method of accounting has been devised and put into operation during the past fiscal year. It systematizes properly the business transactions of the district and shows at all times just where the money is going. It also makes it possible readily to report fiscal statistics according to the schedule recently adopted by the National Bureau of Education.

Haverhill, Mass. The school board has recently determined to employ six young women, graduates of the state normal schools, as cadet teachers in the schools. They will be under the supervision of the principals and will, from time to time, be delegated as substitutes in the places of the regular teachers. They will be paid a nominal salary and at the expiration of a year's time will be fitted for regular teachers' positions.

That the location of an evening school is important is shown by a recent report of Superintendent Gwinn of the New Orleans School Board. He reported a considerable decrease in the at-

tendence at the evening high school for boys as compared with the year before. The school was located the previous year in an old building but near the business center and in a neighborhood near where many pupils that had not the advantage of early education were likely to reside. The present term of the school is being held in the new Warren Easton high school building which cost some \$300,000 or more but which is located some distance from the business center of the city and in a neighborhood where permanent residents in good circumstances reside. Mr. Gwinn declared that he believed the change of location had a great deal to do with the decreased attendance.

With a view to making the public-school course continuous thru the high school, the school board at Malden, Mass., has considered the abolition of graduation exercises for the eighth grades. It is believed that many pupils would be influenced to stay in school if the graduations were eliminated.

The school board of Cleveland, O., has adopted a resolution which makes married women teachers who return to the schools eligible to positions as clerical assistants in schools of more than 30 rooms. The new ruling makes it possible to retain these married women on the payroll and allows a salary of \$500 per year. In the past only normal school graduates were eligible to these positions and teachers who married were obliged to present their resignations.

The school board of Coeur d'Alene, Ida., has upon the suggestion of the superintendent, discussed the question of reorganizing the public schools on the six-three-and-three plan. The plan, it is believed by the school authorities, could be arranged with very little confusion. The grades have been brought to a high standard thru the method of classification in use and the eighth grade is already conducted on the departmental plan. The latter may be arranged to serve as a nucleus of a junior high school. The high school has in its curriculum most of the vocational work which is desired and may be readily adjusted to include the seventh and eighth grades.

The advantage of the plan may be found in the elimination of the non-essentials and the selection of the more important subjects, and

to that end confining the elementary grades to the mastery of the common branches. In the secondary department the change would be greater opportunity for vocational subjects than is at present given. The classification of the grades above the sixth would enable students to differentiate their work at an earlier period and enable them to shape their course toward a definite end. The senior high school would be enabled to enlarge upon its field by allowing a more extensive preparation for a higher education.

The school board of Kansas City, Mo., has expressed its decided disapproval of the use of public schools by citizens who desire to discuss general social and political problems. The board in issuing its orders to this effect said:

"The board feels that the school buildings and property should not be turned over to political organizations or parties for political agitation, and the preservation of the non-political principle in all school matters so long sustained in this community demands that such use of the schools be denied."

Des Moines, Ia. The school board has taken steps to eliminate smoking among public school boys and to this end has added a new section to the rules governing the use of tobacco. The new section reads:

"The use of tobacco in any form by pupils is absolutely prohibited on the school premises. Any pupil guilty of the violation of this rule or addicted to the use of cigars may be suspended."

Little Rock, Ark. The school savings bank plan has been inaugurated in the white elementary schools and in the high school.

On the first deposit day 1,457 accounts were opened with total deposits of \$342. Mr. Sam W. Reyburn of the board of education who has been more directly responsible for the introduction of the plan states that the school authorities are much gratified at the enthusiasm with which the savings banks were received.

Mr. Thomas W. Churchill, was on February 2nd re-elected president of the New York City Board of Education by a vote of 32 to 12. Mr. Churchill is the acknowledged leader of the "progressive" members of the board of education who have opposed the absolute powers of the



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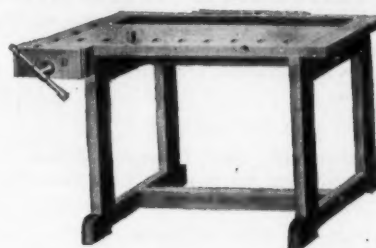


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superintendent and have demanded reforms granting greater powers for the assistant superintendents and teachers.

Mr. J. F. Barnhart, for a number of years clerk of the board of education at Akron, O., has been re-elected. Mr. Barnhart's salary has been increased from \$1,500 to \$1,800.

Toledo, O. Three positions in connection with the conduct of the physical training and attendance departments of the schools have been abolished. These include the assistant physical training instructor, truant officer and medical inspector. The employees of the attendance department will be engaged from month to month and include five officers. The new medical corps will consist of four physicians, an inspector-in-chief and three assistants.

The school board at Des Moines, Ia., has ordered the purchase of an automobile for use in the transaction of school business.

The school board of Detroit, Mich., is considering the purchase of two automobiles to be used for the transportation of crippled children and for the general use of the school department when not needed for this purpose. At the present time the school board pays \$24 per day to six hack drivers to transport these children to the special school.

Following the suggestion of one of its members, the school board of Elmira, N. Y., has adopted a new system of paying teachers which is expected to greatly simplify the business matters of the school office. The new plan provides for the payment of salaries in checks and the making of payrolls is undertaken in the school-board office. In the past the work was done by the principals and salaries were issued in the form of orders which were payable at a local bank when countersigned by a school officer.

The school board of Malden, Mass., has taken steps to introduce a new system of penmanship which shall be a standard for all grades. An appropriation of \$150 has been made for the purchase of guide books for the use of the instructors of the various classrooms.

Norwich, Conn. Signs have been printed and placed near the school buildings to warn automobilists to proceed slowly. Two signs are used at each building.

Following the disapproval of the public, the school board of Evansville, Ind., has rescinded its former rule barring the public from executive meetings of the board. The meetings, however, continue to be held in the small private office which is inadequate for a large audience.

In the interests of economy, the school board of Denver, Colo., has abolished the office of secretary to the respective principals. The position of assistant secretary is being reconsidered by the members.

Tacoma, Wash. Mr. Alfred Lister, secretary of the school board, has been re-elected for his eighteenth term.

The school board of Gardner, Mass., has eliminated the ninth grade in the public schools on the ground that it merely marks time and very often covers those subjects which are not necessary. Pupils who in the judgment of the principals perform satisfactorily the work of the eighth grade are promoted directly to the high school.

As a means of prolonging the life of public-school textbooks and saving to the taxpayers the expense involved, the school board of Omaha, Neb., has during recent years given special attention to this problem. Thru the careful repairing and rebinding of delapidated books the school department has been enabled to continue in use books which have been in use for a number of years and to reduce the cost of this item alone to 68 cents per pupil or a total of \$13,766.

Mending material for all purposes is carried in stock and furnished to the teachers as needed. At the close of each school day, the instructors under the supervision of the principals, assemble for this purpose. The worn and torn texts and broken covers are gathered and an endeavor is made to put them in good condition. At the close of the school year the texts are again collected and inspected. In view of the weekly inspections there should, of necessity, be a smaller number in need of repair as damages may be quickly detected and remedied. The second examination, at the end of the year, should place them in excellent shape for use during the following school term.

The school board of Fall River, Mass., is considering the formulation of a rule giving the superintendent full authority to fill vacancies

in the teaching corps, make appointments and order transfers. The new rule has been proposed on the ground that it will eliminate all possibility of "wire pulling" on the part of instructors in the schools.

The school board of Seattle, Wash., has undertaken the care of girl truants in the public schools thru the appointment of a woman attendance officer and the rental of a building for a parental home. The new woman appointee will be in direct control of the delinquent girls and will consult with parents regarding the best methods to be used. It is the belief of the board that a woman will be able to do more effective work because of her sex and her past experience as a school nurse.

Boston, Mass. The school committee has amended its rules governing the duties of janitors as follows:

When sweeping, janitors shall use sawdust dampened with water and a suitable disinfectant, and once every two weeks shall cover all floors with sawdust wet with a solution of disinfectant having a phenol coefficient of not less than 2, which shall be swept up before it becomes dry.

All furniture shall be washed once a year, and desks occupied by pupils who have contracted a contagious disease shall be thoroughly washed with a disinfectant having a phenol coefficient of not less than 2.

Door knobs and hand rails shall be washed with a solution of disinfectant at least once each month.

An amendment to the California school laws, at the last session of the legislature, permits the use of funds derived from the rental of school sites and sales of school property for the erection of additional school buildings.

The new ruling will mean relief from overcrowded conditions in those cities where school accommodations are lacking. In particular, the situation at Los Angeles is cited revealing the fact that 76 half-day schools are now in operation with ten afternoon kindergarten sessions and a number of classes still unprovided for. Several rooms have an enrollment of pupils ranging from 48 to 56 in a room, while more than one hundred temporary buildings are in use by the elementary grades.



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**HIGH SCHOOL ADMINISTRATION.**

As a means of giving pupils a better appreciation of music, Supt. E. I. Bartlett of the Prouty high school at Spencer, Mass., has outlined a new course in music for adoption by the board. The new course is to be under the direction of the supervisor of music and will supplement the regular instruction. A study of the lives of the famous composers and musicians will be made for the purpose of making the students familiar with the circumstances which gave rise to the birth of the great masterpieces. It is planned to conduct the work in such a manner that those who have shown little interest in the study in the lower grades and who have little training to their credit, may gain a knowledge of the essentials.

As a means of obtaining work for the prospective graduates of the high schools, the school board of St. Louis has addressed five hundred letters to the local mercantile establishments. Enclosed with the letters were cards upon which were printed questions concerning the date when a position will be vacant, the character of the work and the salary attached.

The plan of the school authorities is to collect the information for the files of the office. The capabilities of the students will be studied as a means of suiting the boy or girl to the position which is to be filled.

Thru the initiative of Mr. F. W. Mozart, secretary of the Board of Trade at Malden, Mass., a junior branch of this body has been organized in the local high school. The aim of the organization is to arouse in high-school students an interest in the city association and a large number of pupils have already allied themselves with the movement.

Terre Haute, Ind. Since the opening of the second semester, the Wiley high school has been operated under an eight-period schedule increasing the former arrangement by one period. The new system provides that students shall assemble at 8:20 each morning. Five periods are allowed in the forenoon, beginning at 8:30 and ending at 12:00 o'clock, with two five-minute intermissions. In the afternoon the sessions begin at 1:15 o'clock and end at 3:35, with one intermission.

Principal H. M. Dean of the high school at Providence, R. I., recently held open house at the school building for the benefit of the eighth-grade graduates and their parents. The plan was devised as a means of interesting pupils and parents in the matter of an uninterrupted school period from the eighth grade thru the high school.

Upon arrival at the building, the guests were shown thru the various rooms. This was followed by a short talk on the advantages of the high-school subjects and the benefits to be derived by attendance at the school.

A double examination system has been in operation in the Lewis and Clark high school at Spokane, Wash., which gives the students two good opportunities to make satisfactory grades for graduation. The plan calls for written examinations in all subjects for each pupil in the school. All papers are gathered and taken to the principal's office where they are graded on the basis of the pupil's knowledge as revealed by the written work. These constitute the preliminary tests and pupils are recommended for the second examination. The second, or regular, examination is held two weeks later and applies to all students. The second set of papers is then marked and the students are designated for promotion.

El Paso, Tex. In order to keep a check on pupils who absent themselves from classes, the principal of the high school has ordered that teachers turn in to the office the names of absentees at the end of each period. The method replaces the report made at the end of the day and permits of immediate action by the faculty.

A second change in this connection is the elimination of the excuse blank system and the substitution of excuses presented by the absent students with their return to school. Students are not permitted to attend classes until excuses are furnished.

Acting upon the recommendation of the principals of high schools, the school board at Portland, Ore., has passed a rule making 22 to 25 students the limit for any teacher. Physical training and special teachers are excluded from the ruling. The system of pupil teachers has been abolished. A number of these instructors have been placed on the permanent teaching

force and the remainder have been delegated to substitute service.

Pupils in the Dickerson High School, Jersey City, went to school from 4:30 in the afternoon to 10 o'clock at night on one occasion lately, in order that the adult members of their families might see the school plant in operation. More than 1,500 citizens took advantage of the opportunity offered by Supt. Snyder to see what the high school was actually doing. The school program was carried out in the regular order, including the serving of the school luncheon about the middle of the session.

Lamar, Colo. A "farmers' week" was conducted from February 17 to 24 at the Lamar Union high school. The program of meetings arranged by Supt. Geo. R. Momyer provided for a dairy day, a dry farming day, a live stock day, a farm management day and a farm community day.

The speakers included instructors in the high school, prominent local farmers and stock men, and experts from the state institutions.

During the week regular courses of study were offered for farmer boys in the several branches of agriculture and for girls in homemaking.

Charlotte, N. C. Mr. Chas. H. Carrick has been re-elected superintendent of schools. Mr. Carrick has been in his present position since 1906.

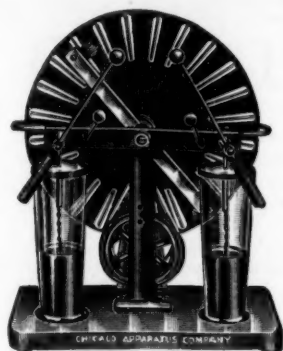
Mr. P. M. Whitehead, for ten years superintendent of schools at Gothenburg, Neb., has accepted a similar position at Seward. Mr. Whitehead succeeds Mr. Fulk who resigned.

Antigo, Wis. R. A. Brandt has been re-elected superintendent of schools at a salary of \$2,200. Supt. W. E. Hoover has been re-elected at Fargo, N. D., at a salary of \$3,500.

Mr. Wallace W. Fetzer, formerly principal of the high school at Milton, Pa., has been elected to the superintendency of the schools. Mr. Fetzer succeeds Wm. A. Wilson who enters the educational department of Underwood & Underwood as agent in the state of Pennsylvania.

Supt. E. T. Armstrong has been re-elected to the superintendency at Pittsburg, Kans., for a two-year term. Mr. Armstrong's salary for the ensuing year will be \$2,500 and for the second year \$2,650.





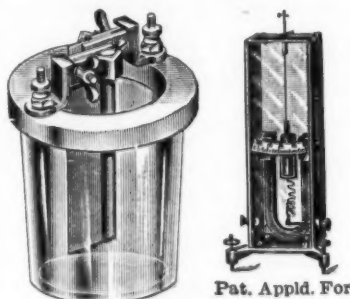
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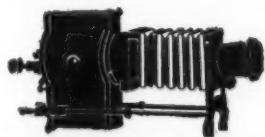
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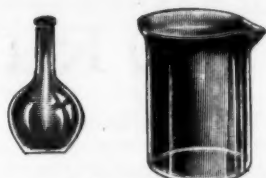
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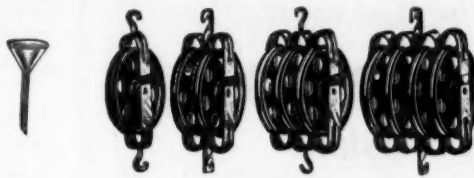
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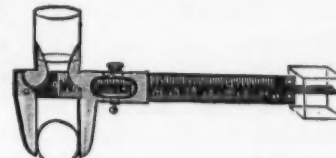
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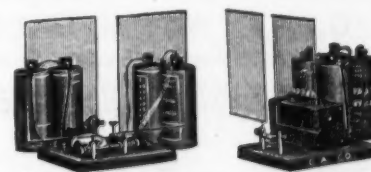
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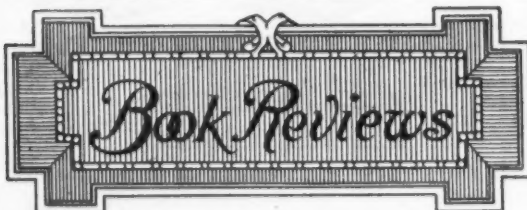
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**Dramatization.**

By Sarah E. Simons and Clem Irwin Orr. 95 pages. Price, \$1.25. Scott, Foresman & Company, Chicago, Ill.

The aim of this interesting book is to show that a correlation of the dramatic and the literary is not only possible but is most effective in

the teaching of English. The authors argue that in arousing interest, in stirring the imagination, in inducing an appreciation of a masterpiece, and thus quickening a love of literature, dramatization has no equal. In the lower grades much is being done today in having the child act out his songs and stories. Less and less of this work is done in the higher grades, almost nothing in high schools.

The 22 examples of several kinds of dramatic treatment are for use in high schools. Among these kinds are: the dialog, dealing with separate situations and making no attempt to present a dramatic unit; second, the dramatization of various situations chosen from the classic, combined in such a way as to form a single dramatic unit with a well defined climax. These are but two from a longer list. The examples of dramatized literature are in year groups. "Treasure Island" is one of those provided for the first year; "Tale of Two Cities," one of those for the second year.

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By Wm. J. Long. 481 pages. Price, \$1.35. Ginn & Co., Boston.

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### Principles of Character Making.

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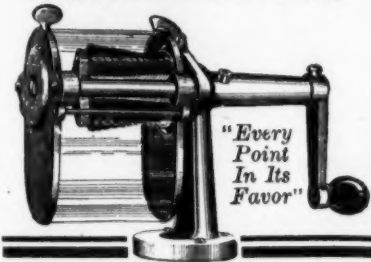
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By Padraic Colum. 272 pages. Price, \$1 net. E. P. Dutton & Co., New York.

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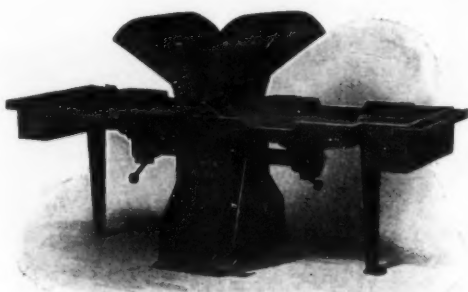
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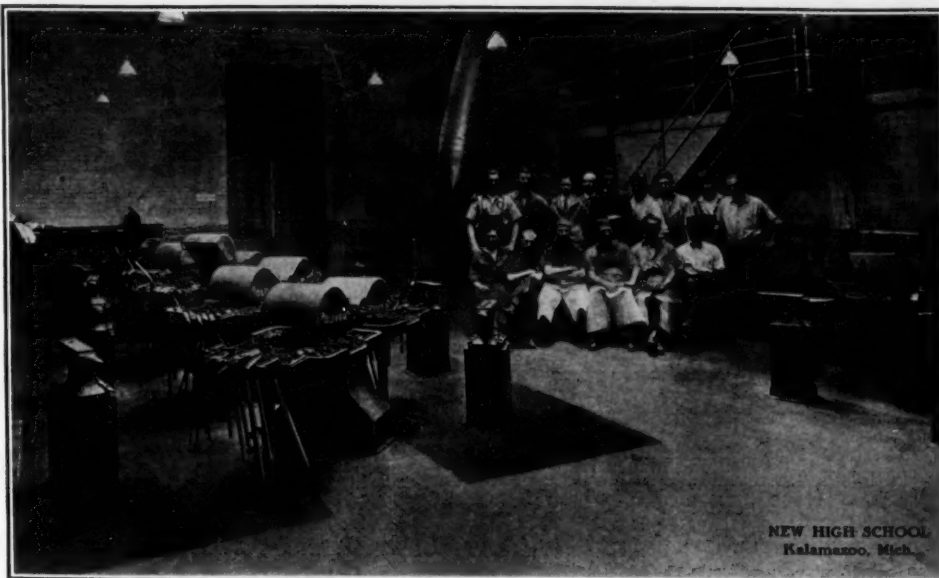




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Mr. L. B. Robeson is a Southerner, the son of a Confederate Captain and a member of a family which settled in North Carolina prior to the

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In 1889 Mr. Robeson became the first superintendent of the schools at Cartersville, Ga., where he organized the public schools of the city.

In 1891 he resigned the superintendency of the Cartersville schools and went to work for Ginn & Company as a field agent. In 1893 he was made state agent for Georgia and in 1894 became resident agent of Ginn & Company's office in Atlanta. Since 1900 he has been acting as general agent in charge of the Southeastern States attached to the Atlantic office and has been directly active as representative in Georgia and North Carolina.

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He lives in Marietta, Ga., a suburb of Atlanta.

#### ISSUES BOOK OF PLANS.

The need in small communities of the highest type of hygienic, economical and artistic school buildings in which the newest developments and improvements in arrangement, lighting, sanitation, heating and ventilation are carried out is recognized by the Michigan State Education Department in a pamphlet just issued. Former State Superintendent L. L. Wright under whose direction the booklet was prepared declares in his introduction that the problem of planning schoolhouses is growing more complex each year just as our social and civic conditions are becoming more complex and our education is becoming broader and more inclusive. From the standpoint of health the sanitary character of the schoolhouse is of utmost importance; particularly lighting, ventilation and plumbing are vital. The improvement and beautifying of school grounds wield an influence, not only over the children, but over the entire community which should not be overlooked. School grounds are as a rule too small. In the rural districts the school site should contain at least two acres allowing room for a garden, an experimental plot and a playground.

The booklet contains perspective drawings and sketch floor plans of a four-room, a six-

room, and an eight-room grade building, and of two small combined high and grade schools. The drawings as well as an outline of suggestive materials and construction for the buildings were prepared by Messrs. Charlton & Kuenzli, of Marquette, Mich., and Milwaukee, Wis., a firm which has designed a large number of school buildings in northern Michigan and Wisconsin.

The pamphlet closes with a discussion of principles to be followed in planting school grounds by Prof. C. P. Halligan of the Michigan Agricultural College. Three typical schemes for country school yards are illustrated and lists of trees and shrubs to plant are appended.

Free libraries have been introduced in the schools of Philadelphia, Pa., upon the recommendation of Supt. M. G. Brumbaugh of the public schools. The first library established will be made a test for the further extension of the plan.



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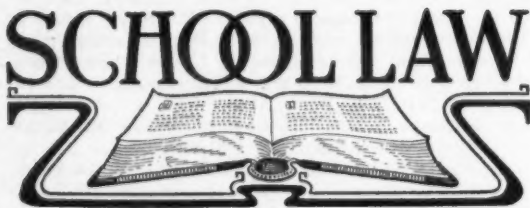
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### School Laws and Funds.

The Pennsylvania school code act of May 18, 1911 (P. L. 329, § 401), providing that no pupil shall be refused admission to the courses in additional schools or departments for special training established in connection with regular elementary public schools, by reason of the fact that his elementary or academic education is being, or has been, received in a school other than a public school, is not violative of the constitution (art. 9, § 7 and art. 10, § 2), in that it gives to private and sectarian schools the use of moneys raised for the public schools.—Commonwealth vs. School Dist. of Altoona, Pa.

### School Districts.

The Mississippi constitution (§ 201) requiring the establishment of uniform system of free schools, *Held* not to be violated by the consolidation of schools in rural communities into one large school.—*Bufkin vs. Mitchell*, Miss.

Under the Iowa school code (§ 2818), permitting any person aggrieved by any order of the school board in matter of law or fact to appeal therefrom to the county superintendent, a school corporation could appeal to such superintendent from the action of the board in establishing a district.—*School Corporation of Richland Tp., Warren County vs. Independent School Dist. of Hartford, Ia.*

### School District Government.

Under the Nevada General Appropriation Act of 1913 and 1914 (laws 1913, c. 136, §§ 66 to 70, inclusive), *Held* that a deputy superintendent was entitled to have his actual cost of living while away from home on official duties paid from the state fund.—*State vs. Eggers*, Nev.

The word "qualify," within the Kansas general statutes of 1909 (§ 7445), providing that a school officer refusing to qualify shall forfeit his right

to office, includes taking an oath and giving bond.—*State vs. Stewart*, Kans.

A board of education has only such powers as are conferred upon it and such implied powers as are necessary to execute the express powers.—*Royse Independent School Dist. vs. Reinhardt*, Tex. Civ. App.

Where, pending an action to remove a school treasurer for failure to give a proper bond, after re-election, and having taken oath, and acted as such officer for more than one year, such treasurer tenders a good and sufficient bond relating back to the beginning of his term, the court is not compelled to render a judgment of ouster; the remedy of quo warranto being discretionary.—*State vs. Stewart*, Kans.

### School District Property.

Under the Missouri revised statutes of 1909, (§§ 10,979-84 and 9,764), the janitor of a public school in charge of its steam heating boiler *Held* subject to a city ordinance, requiring those in charge of such boilers to be licensed by the city; the police power being vested in the city and not in the school authorities.—*Kansas City vs. Fee*, Mo. App.

In the absence of statute expressly authorizing it, there can be no mechanic's lien on a public school building of a city.—*Western Terra Cotta Co. vs. Board of Education of City of Shawnee*, Okla.

One having an interest in the enforcement of a bond executed to the state by a contractor for the erection of a schoolhouse, which provided that it "may be sued on at the instance of any materialman," could maintain an action on the bond in his own name.—*Pickel Stone Co. vs. McClinton*, Mo. App.

### School Property and Contracts.

An independent school district may, in analogy to a municipal corporation, permit school property not then necessary for school use to be used for private purposes so long as such use will not affect its use as school property.—*Royse Independent School Dist. vs. Reinhardt*, Tex. Civ. App.

Where an independent school district, in consideration of the baseball club fencing the school property and maintaining the same, allowed part of its grounds not then needed for school purposes to be used as a ball field during vacation,



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such use was not unauthorized.—*Royse Independent School Dist. vs. Reinhardt*, Tex. Civ. App.

The Kansas general statutes of 1909, § 7860, authorizing school boards to acquire land for "sites" for school buildings, playgrounds, or additions and extensions thereto, does not authorize them to purchase land for use in teaching agriculture.—*Board of Education of City of Nickerson vs. Davis*, Kans.

Under the Vermont Public Statutes (983, 993), town *Held* to have power to construct school-houses thru a building committee; the authority not being vested exclusively in the school directors.—*Spencer vs. Town School Dist. of Hartford*, Vt.

Powers of building committee elected to carry into effect a report recommending construction of school building *Held* not to cease upon making of contract, and upon the abandonment thereof by the contractor it could complete the work in behalf of the town.—*Spencer vs. Town School Dist. of Hartford*, Vt.

The Oklahoma revised laws of 1910, §§ 7712, 7714, providing that the Governor shall approve the bond of a successful bidder for the furnishing of textbooks to the common schools, and "if the bond \* \* \* is presented and duly approved the commission (board) shall approve said contract," is to be read as tho the word "if" was written in the statute "when," and hence the approval of the bond by the Governor is essential to the validity of a contract entered into by the state board of education.—*Wyckoff vs. W. H. Wheeler & Co.*, Okla.

### School District Taxation.

The Minnesota Special Laws of 1891 (c. 312, § 10), authorizing the board of education of the city of Duluth to issue bonds to mature within not to exceed 30 years, *Held* not repealed by the revised laws of 1905 (§ 781), providing that municipal bonds, except in certain cities, shall not issue for a longer period than 20 years.—*Fider vs. Board of Education of City of Duluth*, Minn.

Resident taxpayers of a school district have no such special interest as entitles them to enjoin the officers of the district from discharging a teacher.—*Greer vs. Austin*, Okla.

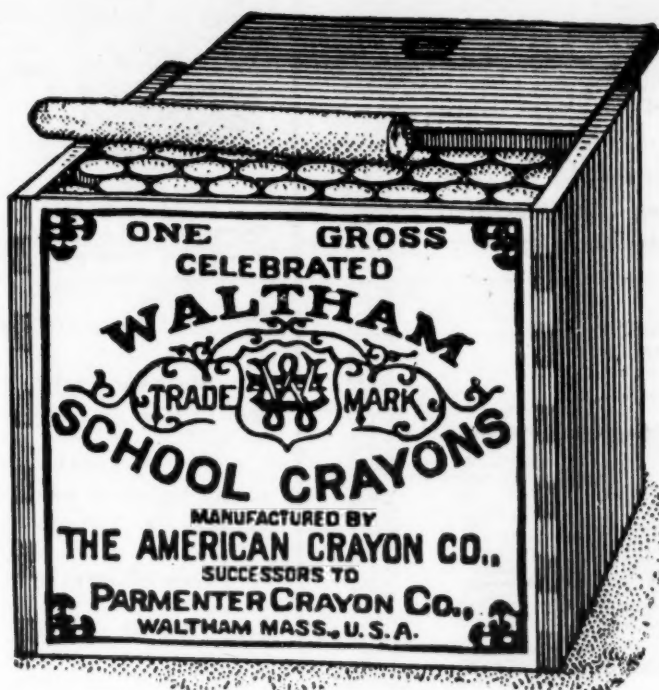
Where an issue of school bonds was authorized by a vote of more than ten to one, the fact that

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the polls were kept open an hour longer than the time specified in the notice of election given by the board of trustees will not render it invalid; there being nothing in the record to show that votes were cast after the hour fixed. *Munfordville Mercantile Co. vs. Board of Trustees of Dist. No. 39, Ky.*

Under the direct provisions of the Kentucky statutes, § 4481, voting at an election for the issuance of school bonds may be viva voce.—*Munfordville Mercantile Co. vs. Board of Trustees of Dist. No. 39, Ky.*

As the property of colored persons cannot be taxed to support a white school, it is not improper to deny colored voters the right to vote at an election for the issuance of bonds to establish a white school.—*Munfordville Mercantile Co. vs. Board of Trustees of Dist. No. 39, Ky.*

#### Pupils and the Schools.

A pupil in a private school *Held* entitled to admission to a manual training school conducted in the same building with a regular elementary public school, but entirely distinct and separate from such school, in view of the Pennsylvania act of May 18, 1911 (P. L. 329, § 401), providing that no pupil shall be refused admission to additional schools or departments because his elementary or academic education is being, or has been, received in a school other than a public school.—*Commonwealth vs. School Dist. of Altoona, Pa.*

Under the Massachusetts revised laws (c. 42, § 27 and c. 44, § 3), school committees may establish and maintain standards for the promotion of pupils and for their continuance in any class, and so long as they act in good faith their action is not reviewable by any tribunal.—*Barnard vs. Inhabitants of Shelburne, Mass.*

Ruling of school committee as to demotion of pupils, which merely puts in more permanent form a standard previously adopted by the faculty, *Held* properly applied to pending cases.—*Barnard vs. Inhabitants of Shelburne, Mass.*

Where court ruled that there was no evidence that pupil, suing for unlawful exclusion, might not have gone to a ninth grade school, a finding that he was excluded from the public schools of the town *Held* to refer only to a high school.—*Barnard vs. Inhabitants of Shelburne, Mass.*

Exclusion of pupil from a particular school or grade, because of failure to maintain a particular

standard of scholarship, with an opportunity to attend another school adapted to his ability, *Held* not an illegal exclusion.—*Barnard vs. Inhabitants of Shelburne, Mass.*

Where court ruled that pupil was not excluded from lower grade of school, and the jury found that he was excluded from high school because delinquent in his studies, *Held*, that they could not determine whether he was actually delinquent, and the only question was whether the school committee acted in bad faith.—*Barnard vs. Inhabitants of Shelburne, Mass.*

Burden *Held* to be on pupil, suing for exclusion from high school, as being delinquent in his studies, to show by evidence, and not merely by surmise, conjecture or speculation, that the school committee acted in bad faith.—*Barnard vs. Inhabitants of Shelburne, Mass.*

Under the Massachusetts revised laws (c. 44, § 8), pupil excluded from school by committee *Held* entitled to a hearing only where misconduct is the ground of exclusion, and not where failure to attain the required standard or scholarship for a particular school or grade is the ground of exclusion.—*Barnard vs. Inhabitants of Shelburne, Mass.*

#### Teachers.

A teacher cannot enjoin a school board from discharging him in violation of his contract; he having an adequate remedy at law by action for salary or damages.—*Greer vs. Austin, Okla.*

Mandamus, which is a writ appropriate to compel the action of public officers or bodies exercising executive or administrative functions, is properly invoked by a teacher, who was wrongfully dismissed by the board of education, to compel her reinstatement.—*People ex rel. Peixotto vs. Board of Education of the City of New York, N. Y. Sup.*

Neither the superintendent nor the clerk of an independent school district has authority to employ a teacher or to waive the terms of her contract without express authority from the board of trustees.—*Hermann vs. Independent School Dist. No. 1 of Bonner County, Ida.*

Where a board of trustees of an independent school district elected a teacher and sent her a notice of such election, and she failed to sign and return to the board an acceptance within ten days thereafter, as provided in the notice, *Held* that there was no contract between the

board and such teacher.—*Hermann vs. Independent School Dist. No. 1 of Bonner County, Ida.*

Under the Idaho laws of 1899 (p. 105, § 84), the board of trustees of an independent school district had authority to discharge a teacher at any time without notice or investigation, or without request of the teacher, where no services had been performed, even tho a contract of employment had been made.—*Hermann vs. Independent School Dist. No. 1 of Bonner County, Ida.*

As Greater New York Charter, § 1093, provides that a teacher may be removed for misconduct, insubordination, neglect of duty and general inefficiency, it is to be presumed that the board of education cannot dismiss a teacher on any other ground.—*People ex rel. Peixotto vs. Board of Education of the City of New York, N. Y. Sup.*

A female teacher in the public schools of New York City cannot be removed because of her marriage; the statute specifying no such ground of removal.—*People ex rel. Peixotto vs. Board of Education of the City of New York, N. Y. Sup.*

In view of the by-laws of the board of education, the absence of a female married teacher on account of maternity is not neglect of duty warranting removal, within the Greater New York Charter (§ 1093).—*People ex rel. Peixotto vs. Board of Education of the City of New York, N. Y. Sup.*

#### LEGAL NOTES.

A recent decision of the state Supreme court of Minnesota upholds the right of a school district to take land by condemnation proceedings and settles an important legal point relating to the public land policy of the state.

It appears that the state owns 70 acres of land within the city limits of the municipality of Virginia. The value of the land is estimated at \$750 per acre. The school district of Virginia, acting under the provisions of the state law, instituted condemnation proceedings to obtain possession of the land and won in the district court of St. Louis county. Following this action, the state appealed to the higher court on the ground that the constitution provides that state school lands shall be sold at public sales.

That a city board of education cannot use the annual rental fees from school property to build new schools is the recent decision of Attorney Charles Haas of Los Angeles County, California.



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Mr. Haas holds that funds so derived must be turned into the general school fund and be devoted to the running expenses and salaries for the schools. The case arose in the city of Los Angeles, where the board desired to use the sum of \$25,000, obtained from the rental of a building, for the erection of new schools.

Attorney General T. M. Honan of Indiana has rendered a decision to the effect that such higher institutions of learning as universities and normal schools, according to the provisions of the 1913 legislature, may spend for maintenance purposes during the ensuing year an amount equal to that which the new 7-cent mill tax on the total property of the state will bring.

Specific appropriations for maintenance which have not been paid in full may be paid by the state to the educational institutions.

The opinion was given in the case of Indiana University, Purdue University and the State Normal School. The estimated total revenue for these educational institutions will be \$1,350,000 and the amount will constitute the entire maintenance and building funds of the three institutions. Four-fifths of the amount will go to the Indiana University and Purdue, divided equally, and the remainder goes to the State Normal.

A recent decision of the Supreme court of Michigan restrains school boards from taking action at a special meeting for the reopening of a school which has previously been closed in compliance with the law. The decision was made in answer to a case which arose in Kent county where a school had been closed in the belief that it was an unnecessary expense. Provisions were made to send the pupils elsewhere and the board later rescinded its former action and sought to open the building for school purposes.

According to a recent decision of Attorney General Wm. L. Moose of Arkansas, teachers and children in attendance in public schools can be required to be vaccinated. The attorney general, in his decision, referred to a decision to this effect rendered several years ago in the state. He also called attention to the power given the state board of health by which it is allowed to pass any laws it sees fit for the preservation of health. The decision was rendered in response to a request from a school patron in the town of Ma'vern.

### RURAL SCHOOL SUPERVISION IN OHIO.

The Ohio state legislature has recently enacted laws embodying the constructive suggestions for rural school supervision made by the Ohio State School Survey Commission. The laws intend that the rural communities shall have absolute charge of their own schools and that the home-rule principle for the village and rural districts shall be maintained intact. The county shall be the unit for the supervision of the schools and professional service shall be rendered by a county superintendent who shall unify the work done by the township superintendents. The changes made by the new laws embody the following provisions:

1. A county board of education, elected at large on a nonpartisan ballot by all the voters of the county outside of cities, which already have full time supervision. This will not disturb the local boards of education in any sense, but will leave them in full control of their own schools.
2. A county superintendent of schools elected by the county board of education entirely without outside dictation. This county superintendent shall be a professional man and may be selected from any part of the State. The state shall pay half the salary of the county superintendent up to a maximum payment by the state of \$1,000.
3. Division of the county into supervision districts by the county board of education, these supervision districts to be made up of rural and village school districts according to the number of teachers employed. The minimum number of teachers per district superintendent shall be 20 and the maximum 80.
4. The election of the district superintendent—
  - a. By the board of education in case there be but one school district in the supervision district.
  - b. By a joint meeting of the boards of education in districts where there are either two or three school districts in the supervision district.
  - c. By the presidents of the various boards of education in all supervision districts which contain more than three school districts.
5. The nomination but not appointment of the district superintendent by the county super-

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intendent, the boards or presidents of boards, as the case may be, having the power to elect over this nomination on a three-fourths' vote as in the city.

6. That local boards of education remain exactly as at present with the right to elect the teacher on the nomination of the district superintendent and with the right to elect over his nomination by a three-fourth vote, as is the case in the cities.

7. The protection of all efficient supervisors now in the service by a provision in the law that three years' successful experience in supervision places a man automatically on the eligible list.

8. The payment of half the salary of each district superintendent by the county up to a maximum payment by the county of \$750.

9. The requirement of professional training or superintendents not now in service, by a provision which will enable young men to enter the profession if they have had three years' successful teaching experience, and if they are willing to take a one-year graduate or senior course in the principles of school administration and supervision—such course to be taken in some reputable professional school.

Dubuque, Ia. Superintendent James H. Harris has been unanimously re-elected superintendent of schools for the ensuing year at a substantial increase of salary.

Traverse City, Mich. Supt. L. L. Tyler has been re-elected for a two-year term.

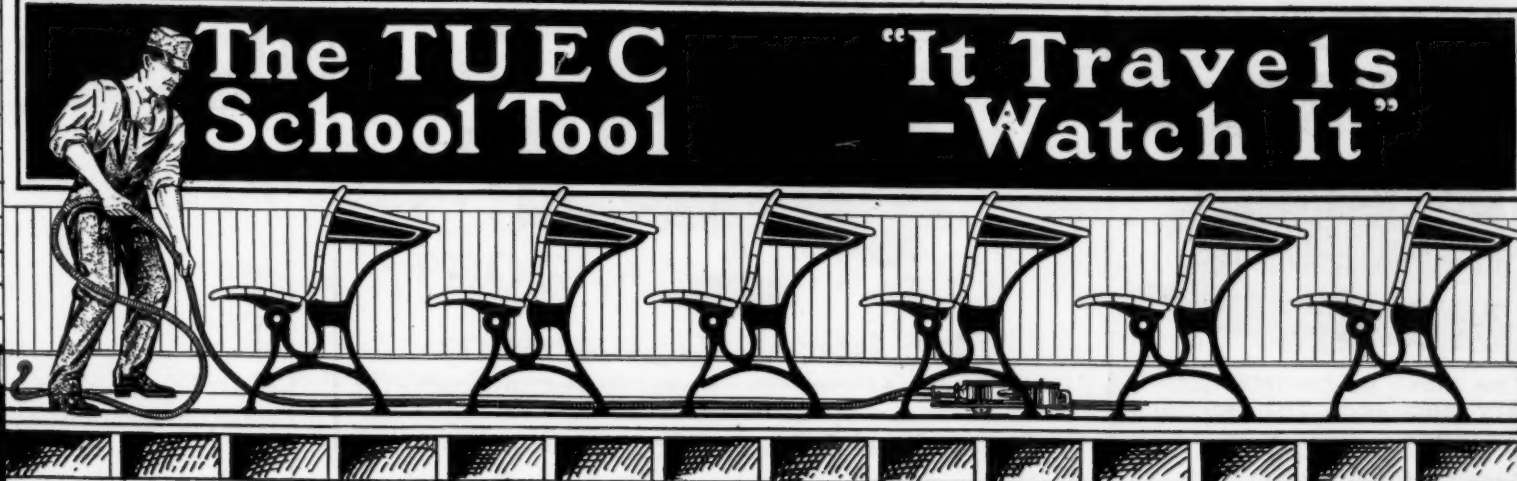
Mr. Leslie I. Reed, formerly superintendent of schools at Missouri Valley, has been appointed assistant inspector of secondary schools for the state of Iowa.

Mr. E. N. Durfee, for ten years superintendent of schools at Standish, Mich., has resigned. Mr. Durfee, during his incumbency, was responsible for the establishment of a county normal school, the adoption of a twelve-grade school system and the placing of the schools on the accredited university list.

Mr. W. H. Bowser of Cedar Rapids, Ia., has been elected to the superintendency at Wilton.

Mr. F. A. Meyer has been elected president of the board of industrial education at Oshkosh, Wis. Mr. Meyer succeeds Mr. S. C. Radford who resigned. The position of secretary has been filled by Mr. M. N. McIver, superintendent of the local public schools.





## A Dry Winter

From all parts of the country the weather department is reporting a "dry winter." Very little snow has fallen anywhere and our sailor friends tell "its an open winter."

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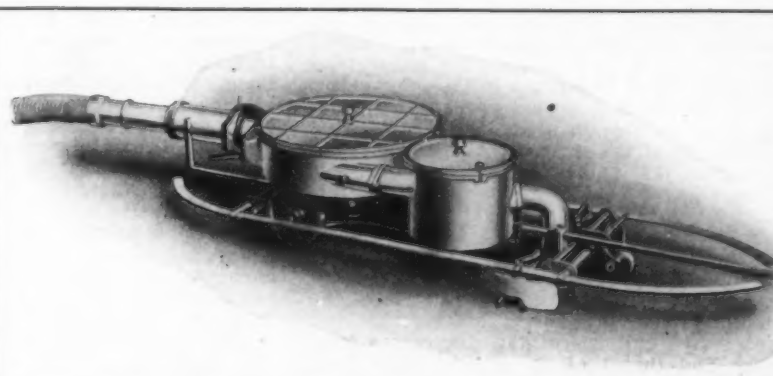


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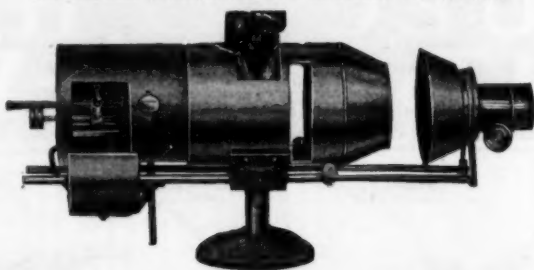
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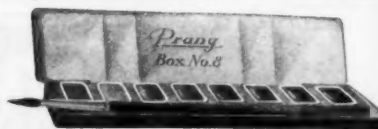
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## School Room Hygiene

The school board of Atchison, Kans., has created the office of hygiene inspector with the appointment of Mrs. Mary Smith. The inspector's duties include the supervision of health conditions, the giving of advice and instruction in health matters and the acquainting of parents when medical or dental treatment is required.

Conclusive evidence of the benefits of open-air instruction has been given at the Bancroft school, Minneapolis, Minn. Six out of 24 pupils in attendance have been pronounced in normal health. Each of the pupils has made an average gain of two pounds and has in addition made such progress in school studies that promotion to a higher grade has been made possible. The pupils transferred have completed a period of nine weeks at the open-air school.

The school board at Battle Creek, Mich., is considering the abolishment of the one-session plan now in operation in the Departmental School. It is claimed by parents and physicians that the plan of holding a continuous session from eight in the morning until 12:30 in the afternoon is too much of a strain on the younger students and that it does not give opportunity for the preparation of lessons in the schoolroom. Many of the pupils have not reached the point where they are able to study at home without the assistance of the instructors.

Charleston, S. C. The board of school commissioners has passed amendments to the rule relating to the admission of children into the schools in whose homes there are cases of contagious or infectious disease.

The rules, as amended, read:

"In the case of diphtheria a certificate of the health department of the city stating that two (2) successive cultures of the discharges from the nose and throat of the patient have been

made and give a negative result and there is no danger of further infection.

"In the case of children in the household in which there is a case of diphtheria, they shall not be admitted until two successive examinations of the discharges from the nose and throat of the patient have been made and give a negative result and there is no danger of further infection.

"In the case of smallpox a further certificate of the health department of the city that there is no further danger of contagion or infection.

"In the case of scarlet fever, the certificate of the physician must also state that 50 days have elapsed since the inception of the disease.

"In the case of measles and chickenpox the certificate of the physician must also state that 10 days have elapsed since desquamation."

The high-school faculty at Holyoke, Mass., has instituted freehand exercises as a preliminary to recitations. The exercises are conducted at the beginning of the second, third, fourth and sixth periods with the windows all open. The first and fifth periods of the school day are not included because of the fact that students coming directly from the outdoors at the beginning of school or following the recess period do not need any refreshing exercise. The exercises consist of simple movements capable of being carried out by the teachers and have been found to work satisfactorily as a means of preparing pupils to recite better in the period which succeeds the temporary stay of lessons.

Philadelphia, Pa. The school board, in accordance with the provisions of the new state law, has abolished common drinking cups and towels from the public schools. Hygienic substitutes in the shape of paper towels and individual cups or bubblers have been agreed upon.

Grand Rapids, Mich. The use of common towels has been discontinued and individual towels provided by the pupils have been ordered.

Acting upon the suggestion of one of its members, the school board of Spokane, Wash., has taken steps to regulate the heat and ventilation of schoolrooms in the city. It is planned that hourly temperature tests be made of the records in each room during a period of 30 days. Thermometers were placed in each room in such a position as not to be affected by drafts from doors and windows.

It has been suggested, in this connection, that inspectors and janitors be employed to study the problems of fuel consumption. The aim is to maintain the proper temperature in every classroom at a minimum of fuel consumption.

Fourteen open-air classes are conducted in the schools of the Borough of Brooklyn, New York City. The board of education supplies the teachers and teaching materials and the local charities organization furnishes lunches.

Boston, Mass. The school board has given instructions to the superintendent to remind teachers of the rules relating to the recording of temperature in the schoolrooms. Violations of the rule must be reported to the board.

Providence, R. I. Supt. Isaac Winslow has redirected the attention of teachers and principals to the necessity of maintaining an even temperature in schoolrooms. In his notice, he quotes from a circular prepared some time ago. He writes:

"That a pupil or pupils be appointed to look at the thermometer at intervals of a half-hour, to open the cold air shaft if necessary, and to notify the janitor whenever the temperature rises above 72 degrees.

"That at each examination a simple record of the temperature may be made by the pupils in a blank book kept for reference.

"That the temperature be taken as follows: a. m.—9, 9:30, 10, 10:30, 11, 11:30, 12; p. m.—2, 2:30, 3, 3:30.

"That in case the temperature should unexpectedly rise above 70 degrees and other means of checking it promptly should prove ineffectual,

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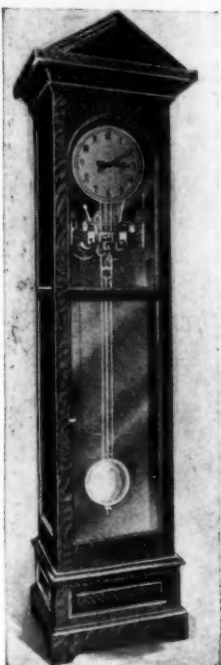
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the windows should be opened for a brief period and the children should be given gymnastics to prevent a chill from drafts.

"That if there should be a continuous tendency for the temperature in the building or in certain rooms in the building to rise above 70 degrees, the fact should be reported and that if this should not remedy the difficulty it should be reported to the Superintendent. I believe that there is no way in which we can more easily secure increased results in school work than by giving careful attention to this matter."

As a result of an investigation of public schools in Boston, Dr. Thos. F. Harrington has reported 813 children whose speech is defective and who are not enrolled in the special classes provided for such children. The number quoted does not include those who may be included in the five schools who sent no figures.

Mt. Carmel, Ill. In a recent report of Supt. Anderson to the school board, mention was made of an examination of the pupils' eyesight by the teachers of the city schools.

Out of a total of eight hundred children, 464 were found with defective vision. The tabulation by grades shows that a greater percent of children suffer with poor eyesight in the lower grades than in the higher ones. The primary grade was not included in the tests. In the second grade, 69 per cent were found with defective eyesight; third grade, 66 per cent; fourth grade, 51 per cent; fifth grade, 50 per cent; sixth grade, 44 per cent; seventh grade, 32 per cent; eighth grade, 29 per cent.

The remedy, in the minds of the school authorities lies in the adoption of a medical inspection system and the appointment of a school nurse and doctor who shall have the duty of reporting defects and consulting with parents for their removal.

Instructions relating to sanitary arrangements for country schools have recently been issued by State Superintendent R. C. Stearnes of Virginia.

The regulations have been prepared with the assistance of and approval of the state health department. Attention has been directed to the provisions of the state law which gives state education department and the state health board authority to see that sanitary conditions are

maintained in the schools. Among the sanitary appliances especially desired for the country schools are sanitary water coolers, individual drinking cups and sanitary toilets. It is intended that the state will withhold the school funds from high and graded schools who do not conform to the rules.

Steps have been taken to establish in each of the school buildings of Cleveland a chapter of the National Mouth Hygiene Association.

The plan is to hold an election in each school-room where a boy and girl will be delegated to attend conventions. Rules are to be formulated as a part of the governing functions of the body.

The campaign has been begun as a means of educating school children in the use and care of the mouth and as a method of determining how many children are in need of dental service and cannot procure the proper treatment. The National Association aims to teach prevention of disease and to provide dental service, tooth brushes, powder and paste for the use of children who cannot obtain them.

## DENTAL HYGIENE.

The Chicago city council has included in its budget for the year 1914 the sum of \$9,600 for the operation of ten dental infirmaries already established in the schools. The action follows a movement begun a year ago by the Chicago Dental Association and will provide the means for giving dental service free to children who cannot pay for it.

Statistics compiled for the period from Sept., 1912, to Jan. 1, 1914, shows that 34,231 inspections were made and 30,955 defects noted. Treatments were provided for 35,298 while 23,298 fillings and 18,541 extractions were made.

Memphis, Tenn. As the nucleus of a system of dental inspection for the public schools, the local health department has established a so-called "experiment station" in the Hill school. Nurses from the health department are supplied as a supplement to the medical inspection work and a chief dentist is in charge.

The plan calls for a minute examination of the child's mouth taking into consideration all dental conditions which have a material effect upon the general health. Charts are then made of the mouths of all children with the defects noted

on the same. Duplicate examination blanks are made for the use of the inspection department and the principal and parents are notified of the need of immediate treatment.

An idea of the results obtained thru the plan may be noted from the register of cases examined by the inspectors during the period ending Dec. 31, 1913. The following facts were given: "There have been in all 416 mouths examined wherein were noted 2,577 defective teeth. Bad gums to the number of 253 were found and 50 of a serious nature; 1,859 were in need of fillings, 123 had been filled; 66 were abscessed and 189 called for immediate extraction; twelve cases of 'honey comb' were noted and 147 diseased pulps."

An investigation as to the care of teeth revealed that toothbrushes were used in 240 cases regularly and in 170 their use was of a desultory character. No brushes were owned by 103 children.

Evansville, Ind. A free dental clinic for poor children has been agreed upon by the board of health. It is estimated that 97 per cent of the school children need dental treatment and that only 10 per cent receive it.

The Fourth District Dental Society of Shreveport, La., has offered the services of its members for the next year in the treatment of the teeth of indigent children.

A dental clinic has been established for the public schools of Brockton, Mass., with Dr. Maurice E. Locke in charge. The clinic has been established under an act of the state legislature which provides that not more than \$5,000 may be appropriated in a single year for the maintenance and operation of the same. The room and equipment have been provided thru an appropriation of the city council.

Akron, O. Dental inspections of indigent school children have been begun thru the cooperation of the local dentists and the medical inspection department of the schools. The examinations and treatments are under the direction of eighteen dentists each giving one-half day to the work. The advantage of free treatment is limited to those who are unable to pay and the cost of material is borne by the school board.

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## The Report of a "Progressive School Board President"

There is serious food for thought for superintendents and school-board members in the second annual report of President Thomas W. Churchill of New York City, submitted on January 28, 1914, to the Board of Education. The document is a decided contrast to the usual "president's address" which is a perfunctory statement of progress made and which evidences no thoro understanding of the deeper educational problems that have been successfully solved in a community or must be grappled with in the near future.

The New York Board of Education has been the center of a storm which has raged in the educational and official circles of the metropolis for nearly five years past. The causes of this storm are too numerous and too complicated to recount here, involving as they do, differences between the board and its executive employees, between the administrative and teaching bodies, between municipal departments and the school department, and between various civic bodies and private individuals and the schools. The inquiry into the efficiency of the schools by a commission of experts was a direct result of this storm—So also, was the rise to power of an "insurgent" faction in the board, led by Mr. Churchill, an effect.

These insurgents have, during the past two years, maintained that they should concern themselves not only with the material side of the schools but should have a direct voice in the spirit and life of the education which the schools were giving the children of the city. The situation is stated by Mr. Churchill in his introduction:

"For upwards of two years this Board of Education has been developing a policy in marked contrast to its usage of previous years. On February 3, 1913, I undertook to summarize that policy showing it to be a return to the funda-

mental purpose of American Boards of Education, namely, to be representative of the whole body of citizens, to estimate the needs of the community, and in the widest educational sense, to serve the City. This Board had been potent chiefly in such matters as buildings and supplies. Thru custom and by various formal provisions inserted into its By-Laws, this body, tho retaining the name of a Board of Education, had become almost powerless except by indirection to secure any change or improvement in the training proposed in the schools. The assumption that education had reached the perfection of a science, and that experts in it could be relied upon to lay before you all that should be considered by you had been proclaimed in these premises for a decade. In the face of so comfortable a doctrine, growing protests of citizens and teachers accumulated until the City itself officially authorized an investigation of the entire school system, resulting in an appraisal of it at variance with the claims of fitness and merit which had been transmitted in yearly reports to this Board from the agencies to which your power had been delegated. You have changed this body from a company of complacent approvers of nearly everything presented and have made it a Board unwilling to accept important propositions without examination and without a knowledge of the facts.

"The need of a change has been so apparent, the recognition of it so hearty that by no method of your own choosing you have been given by the newspapers and the public the name of 'progressives.' This Board had been likened to a great hulk confined with mooring chains in the currents of events flowing and advancing around it, while the leviathan stood still. It had achieved the contemptuous appellation of 'rubber-stamp;' its descriptive epithet applied in a widely published report was 'static.' There were in editorials and special articles abundant ridicule of its impotency and prescriptions for its cure—usually by a surgical operation to reduce its size."

The motives of the insurgents or "progressives" as they have been recently termed, were,

according to Mr. Churchill, calculated to serve only the interests of the children:

"The business of a school board is the interests of the children. It is a cause important enough to fight for, but fighting is merely an incidental duty of the Board and to be engaged in only when the pleasanter methods of persuasion fail. There are abuses in the school system which must be removed.

"The work of the year has not been to glorify those in control or to injure those in opposition. There should be, upon important measures, differences of opinions. The crystal of public expediency has many faces and must be viewed from various angles. The compromise of thinking men, considerate of others' views, must ever be the safe and sane procedure by which solid progress is made. This Board has begun advance in new paths. It has addressed itself to other and larger service than the voting up or down of measures in whose origin it had no part."

In carrying forward its work the Board has assumed that it is paramount in the administration of the schools. To quote again:

"You assumed that the language of the charter, putting the schools of the City 'under the control and management of the Board of Education' and assigning to it all the duties, all the rights and all the powers held by the previous school boards and inspectors of common schools, intended the simple meaning which it expresses. With nothing of indecision you made a radical departure from domination by any subordinate agency and accepted the usual American responsibility of a directorate expecting to command the counsel of officials chosen by you to render this service. As successive appointments upon this Board were made by the Mayor the need of more active participation of the Board in meeting the educational needs of the community were expressed by the chief municipal magistrate in specific and pointed advice. Appointees were urged to dispel the lethargy that had become notorious in the work of the Board. I ventured to sum up to you a year ago the obligation which had been clearly placed upon us by our acceptance of office. It was that this Board must not evade the responsibility put upon it by popular demand and by statute. It cannot escape the criticisms upon our public schools by pointing

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to any widely advertised reputation. From a theory that a board of education should elect an educator to superintend the Board of Education, you have brought this body to understand that it elects an officer under its direction to superintend the schools. There is no need for personal dissension or bitterness. In the few words I addressed to you upon accepting the post of president of the Board I expressed the feeling which I shall always share with you that the unification of the forces of this department is indispensable for its efficient work. We do not intend to do the detail work of superintendents. We do not intend to reduce them to unthinking agencies. Their best judgment and highest talents will always be in demand. But the forced doctrine that any superintendent's judgment must be followed and that no educational proposition may originate otherwise, this Board has repudiated and is unwilling to accept."

One of the first results of the new policy of the Board has been the return of amicable relations with other departments of the city. This has been especially noticeable in the dealings with the Board of Estimate, the body which fixes the budgets and allows requests for "corporate stock," or bonds. This body has for years complained of the indefiniteness and inaccuracy of the reports of the Board of Education and has cut the annual budget requests because they could not be justified by impeachable computations. A Division of Reference and Research has been created to serve as a source of information on all school matters and "to be ready to show regularly and upon demand the detailed use of the funds entrusted to it, and to demonstrate that the department is rendering to the community full and generous value for every dollar expended."

One of the important departures in administrative policy which Mr. Churchill discusses is the formation of a teachers' council. He writes:

"To meet a common charge of immobility against our system of education, to remove a frequent complaint that recommendations of

teachers fell upon deaf ears, encouragement has been given the teachers to form an advisory council representative of the various branches of the system. When you consider the great number of teachers in the schools and the sometimes over-animated controversies that have occurred in educational circles in past years, you must commend the spirit with which this council has come together. As I have said on other occasions, I am not one of those who fear to trust a teacher. If the feeling of responsibility for the highest kind of service should at any time be weak in this council, if the frailty of human nature should show itself in bickerings or petty personal ambitions, we shall find reason for it in a misguided policy of school administration which has too long centered responsibility and initiative in too narrow a circle at the top. The Teachers' Council will, I feel sure, be like a committee of ways and means to formulate and transmit definite and constructive plans for the five millions of people who contribute the funds for the advancement of civilization among us."

The spirit of progress which actuates the Board is thus expressed by Mr. Churchill in summing up a large number of changes and innovations in policy, which are too numerous to mention here.

"In short, you have shown us the past year, desire for a policy by which the very considerable talent, experience and judgment scattered thru the system may be utilized for the advantage of the entire organization and not wasted in a general complaint addressed anonymously to the readers of the newspapers. As soon as you convince the various members of the system that there is no intentional autocracy in the management of the City's educational interest, but that the various administrative bodies are concerned less with maintaining their powers than with broadening and improving public-school policy, you will find that the old resentment of dissatisfied complainants will lose the sustenance that keeps it alive. Instead of it you will have the general belief that ideas are wanted. If the demand is known, the supply will be found. The fear of wild and impractical suggestions need not deter the freest invitation. There is no surer corrective of visionary propo-

sitions than the common sense of the men and women who constitute our local and central boards.

"This recommendation means only the extension of a common practice. You get now a large part of your knowledge of the schools from principals and teachers. The members of this Board have never claimed to be inventors of educational nostrums. As the members have visited the schools they have learned from those daily engaged there the needs of the classes. Unfortunately a very large part of this information is in the nature of protest and complaint. If circumstances give a principal more than occasional opportunity to communicate his ideas to a member of the Board, the charge of personal influence, pull, and politics is raised by others. Actions which may be based chiefly on reason and on general advantage are hampered by suspicion. It is the experience of most members of the Board to be sought out chiefly by teachers who have or think they have a personal grievance. In time this inevitably reduces the effectiveness of propositions made by teachers and principals. The tendency of all boards is to neglect inviting suggestions. This limits too much the type of appeal they receive. Your use of teachers and principals in public conferences suggests a permanent and regular extension of a better policy. A Board member ought not to be principally an agency for righting personal wrongs. The frequent participation of all interests in the councils of administrative bodies must inevitably tend to reduce the number of wrongs and the number of individual complaints which consume the time of Board members. As a result you will find yourselves with more opportunity and more inclination to advance large and beneficent policies for the schools. These are the considerations which lead me to suggest that you address yourselves to plans by which the Local Boards may feel more strongly the value of their office and by which they and this Board may regularly counsel with the people who are in the most intimate relations with the educational activities."

Beaumont, Tex. Supt. H. F. Triplett has been re-elected for a two-year term.



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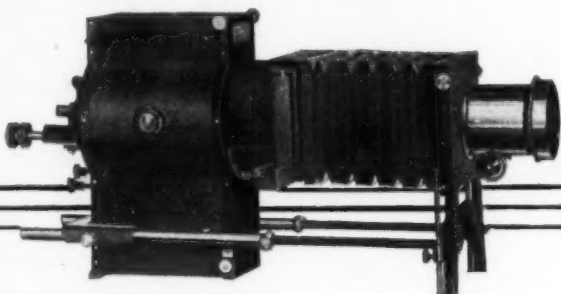
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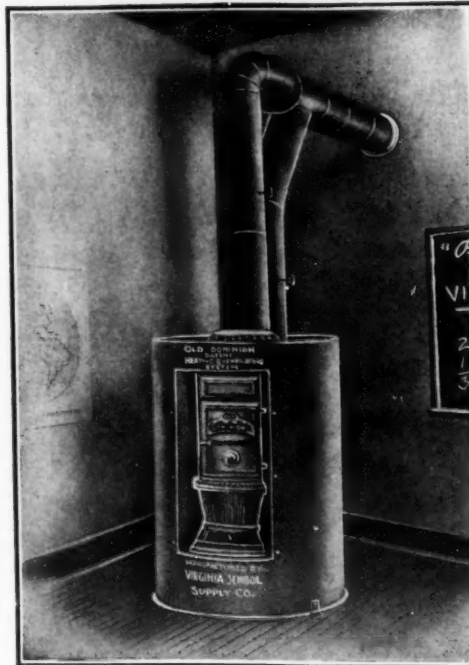
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## The Editor's Mail

### THE MALTESE OR GENEVA STAR.

To the Editor:

Three letters have reached me concerning an article on "Motion Pictures," submitted several months ago by me, and now running in your publication. Two of these are highly commendatory, and the third from a Mr. Hoagland, "Editor and Engineer," he very kindly sends me duplicate of.

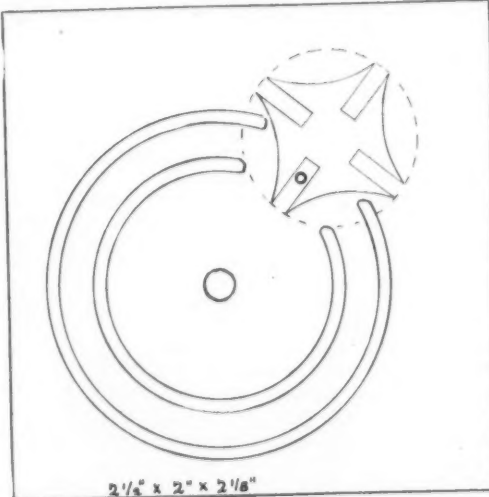
At the time I wrote the article, I examined many makes of machines, and Mr. Hoagland, even tho apparently a very interested champion of one make of machine, and of its maker, knows that the Edengraph, the Motiograph and the Edison have all the Geneva "star." I never operated the Edison, and the Power but a very little, and I may say that the "flicker" is not wholly absent in any machine I have yet seen.

The presence or absence of the "whiplash" or "flicker" depends on other things as well as a perfected "star." (The Power device is so near the "star" and "pinwheel" that even in Mr. Hoagland's own article, he terms it "pincross and cam"). The "flicker" may be due to the speed with which the original photographic machine was turned while making the film negative, or the speed of delivering the film "positive" on the screen. A perfected machine is expected where persistent experimentations are kept up. We were told some months ago that the perfectly flickerless machine was on the way to publicity, to consist of a series of reflecting chain mirrors, but I have seen the device, and still the "flicker" persists.

Mr. Hoagland would "challenge" any one setting up Mr. Edison as having had anything to do with improving the cinematograph: The article you publish, Mr. Editor, was not written as any challenge, but as an effort to set forth, in untechnical language, what motography is, its history, the salient features of a good machine, etc. Mr. Hoagland misquotes my article, when he leaves the impression that I said that Edison carried the idea to Paris, and gave the same to Marey. Careful re-reading of the article at that place will show that "Edison that year (1889) met Marey,

who showed him (Edison) an apparatus for intermittent projection, the 'Wizard of Menlo' returning home soon to further perfect the great idea." No one doubts, who recalls Edison's persistent habits of inventive practice, as shown in his evolving the incandescent light and storage battery, that he could take a crude effort like that Marey probably showed him, and "returning home," to be able in every likelihood, to "further perfect" any "great idea" to which he might address his great genius.

At the time I wrote the article, there was no book in the Chicago Public Library that mentioned the name of Nicholas Power in any capacity, in the historical development of the motion-picture machine or the industry. I am pleased to hear of the improvements he has made. I have heard theater operators praise his machine, as also have I heard words of encomium on the Edison, the Simplex, the Motiograph, the Edengraph, all of which are considered by the trade as "standard," tho each has its champions whose loyalty is measured probably by the abilities of the operator to get good pictures from manipulation. In the particular institution under my direction, I fitted up an old-fashioned Colt



The Star and Wheel in a Motion Picture Machine.

stereopticon. A traveling lecturer praised the machine as giving the clearest definition in outline, on the screen of any machine he had seen, and was surprised that it was merely a carefully manipulated out-of-date machine.

Yours truly, Charles A. Kent.

### BOOKS ON SCHOOL ARCHITECTURE.

To the Editor:

I will thank you very much for the names and publishers of the latest up-to-date books on schoolhouse architecture.

J. L. Heckenlively.

"American Architect."—Modern American School Buildings. (A standard book of plans.) Barry, W. F.—The Hygiene of the Schoolroom. Silver, Burdett & Co., New York.

Briggs, W. F.—Modern American School Buildings. John Wiley & Sons, New York, N. Y. \$4.

Clay, Felix.—Modern School Buildings. Published by B. T. Botsford, London, England. May be had thru the "American Architect," New York.

Dresslar, F. B.—American Schoolhouses. Published by the United States Bureau of Education, Washington, D. C. May be had free.

Dresslar, F. B.—School Hygiene. The Macmillan Co., Chicago.

Gerhard, W. P.—Sanitation of Public Buildings. John Wiley & Sons. (Has splendid chapter on schools.)

Mills, W. T.—School Building Standards. Published by the Author, at Columbus, O. (New edition in preparation.)

Moore, J. A.—The schoolhouse; Its Heating and Ventilation. Published by the Author at Boston, Mass.

Morrison, G. B.—School Architecture and Hygiene. American Book Co., New York.

Parker, Walter H.—School Buildings. Whitaker & Ray, San Francisco, Cal.

Roue, S. H.—Lighting of Schoolrooms. Longmans, Green & Co., New York.

Shaw, E. R.—School Hygiene. The Macmillan Co., New York, Chicago.

Wheelwright, Edmund M.—School Architecture. Published by Rogers & Manson, Boston, Mass. \$5.00.

Complete bibliographies may be found in Dresslar's books and in Gerhard's "Sanitation of Public Buildings."

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### ARKANSAS SCHOOL DIRECTORS.

The Arkansas School Directors' Association, which held its annual meeting in Little Rock, January 31st, unanimously adopted a resolution favoring a constitutional amendment to increase the maximum local school tax levy, not to exceed five mills above the present maximum of seven mills. More than 200 school directors registered as the authorized representatives of their respective school districts from every section of the state.

The meeting was presided over by President Allen Winham of Texarkana, who reviewed the need of many school districts throughout the state, where, he said, the funds are scarcely sufficient to maintain the schools for short terms and make possible no provision for new, well-equipped school buildings, nor for the needs of growing communities.

Other speakers were President John C. Futrell of the University of Arkansas, President J. J. Doyne of the State Normal College, Forney Hutchinson, member of the State Board of Education; former State Superintendent J. H. Hinemon and W. P. Fletcher of Lonoke.

Mr. Fletcher submitted a resolution providing for a three-mill increase of the present school tax for general school purposes and for buildings, grounds and equipment. This and other suggested resolutions were submitted to a committee and were unanimously adopted.

In speaking of the meeting, State Superintendent Geo. B. Cook said, "No more important action has been taken by the representatives of the people of this state for educational progress in recent years. It is, indeed, significant that some 200 busy men should spend their time and money with no other reward in sight than to increase the efficiency of our public schools. This resolution simply means that any district may, if the majority of the qualified electors so will, vote a larger local school tax than now permitted. There are hundreds of districts which need this added revenue for new buildings, better equipment, etc. In many, the higher rate will only be for a few years. It is true there are some districts that have sufficient funds. This amendment, when it becomes a part of our basic law, will in no way effect the districts with ample funds, for they do not now vote necessarily the limit of 7 mills.

"However, the people in districts, especially the rapidly growing communities, are willing, even anxious, to vote a higher tax for schools at times when the added funds are needed for the benefit of their children.

It is planned that the State Department of Public Instruction, the State Board of Education and the executive officers of the Directors' Association shall institute a state-wide campaign in favor of the resolution.

The officers elected by the association for the year 1914 are Allen Winham, Pres., Texarkana, Ark.; L. B. McClure, Secy., Russellville, Ark.; Executive Committee—William Kirten, Lake Village, Ark.; Paul H. Westbrook, Moro, Ark.; E. T. Stanfield, Little Rock, Ark.

#### Business and Education.

The close relation of public education to the business welfare of a growing city is illustrated in a letter sent out recently by the Muskogee National Bank of Muskogee, Okla., to its patrons. A prominent paragraph in this letter reads:

"There is nothing to promote confidence in the future like the proper education of the young people who will soon be doing the progressive and constructive work of the community. Superintendent Monroe and the board of education have been doing a great deal along this line, especially in the elimination of narrow prejudice and partisan influence so often a menace to the work of an educational program. The teachers in our public schools have been selected with greater care this year than hitherto. Not only their general qualifications and special fitness have been considered but character. Graduates of the high school have special opportunities offered to them to enter upon the work of teaching when they complete the course of study. Elementary work has been encouraged in Agriculture. The school garden plan was adopted last year as feasible and valuable in education for the reason that it gives the child something tangible and concrete to think about and work over. The garden experience teaches the child that work is worth something; that results come from work; that what is done at school is directly useful in every day life. This kind of work should be recognized as a legitimate part of the school and should be interwoven with the other phases of school activity. Children can be encouraged to keep 'garden history' with reports on financial returns. The study of Agriculture as a distinct branch and credit in the high school is a splendid idea. The dominant interest of a great part of this community is Agriculture and the young folks should begin early to realize that they are working along logical lines. Anything that tends to foster and encourage Agricultural development helps in a large way to equip young people for efficient participation in the work of production, which, by the way, is the most important work of the world."

#### Bird Pictures For Teachers.

The sum of \$15,000 has been contributed to the National Association of Audubon Societies for the purpose of helping teachers to give simple instruction in bird study to their pupils during the year 1914. The Audubon plan of helping teachers in this connection is as follows:

Any teacher or other person who will interest not less than ten children in contributing a fee of ten cents each to become Junior Members and will send this to the office of the National Association, will receive for each child ten colored pictures of wild birds of the United States. With each of these pictures goes an outline drawing intended to be used by the child for filling in the proper colors with crayons. Each picture is also accompanied with a four-page leaflet discussing the habits and general activities of the bird treated. Every child also receives an Audubon button. The cost of publishing and mailing this material is a little more than twice as much as the child's fee.

As long as the Association's special fund for this work holds out this offer is open to any teacher in the United States or Canada. Any teacher reading this notice may immediately form a class, send in the dues and receive the material, or further information will be gladly furnished upon request. Correspondence may be addressed to T. Gilbert Pearson, Secretary, 1974 Broadway, New York City.



Cleaning Time, Brown School, Hartford, Conn.

THE School Board with a sense of humor doesn't teach Hygiene and clean classrooms with dusters and brooms. Nowhere is the Spencer Turbine brand of cleanliness more essential than in schools and hospitals, and the Spencer list of this class of users grows more impressive every day.

## Spencer Turbine Vacuum Cleaners

—were chosen for the largest vacuum cleaner installation in the world—nineteen machines for the General Hospital Buildings, Cincinnati, Ohio. They have also been awarded the contracts for installation in the mammoth Woolworth Building, the big Bankers' Trust Building, and the eleven-million-dollar Municipal Building in New York City.

A 50 H. P., 20-Sweeper Spencer Turbine Cleaner Company plant is being installed in the new Freshman Dormitories at Harvard University.

Spencer Turbine Cleaners in the basement have pipes running up thru the building, and inlet valves in each pipe at each floor with hose attachment for cleaning.

Machines are made in 12 sizes from  $\frac{1}{4}$  H. P., 1-sweeper to 40 H. P., 16-sweeper capacity. Hundreds are installed throughout the country in all classes of buildings, from the smallest residences to the tallest sky-scrapers. Upon request a free catalog and list of more than a thousand installations will be furnished as references.



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SCHOOLS AND REGULAR PUBLIC  
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Write our nearest Selling House for an itemized estimate of the type, printing material and machinery required.

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#### MEDICAL INSPECTION NOTES.

Ashland, Wis. The city council has given the health commissioner authority to appoint a medical inspector for the public schools to act as an emergency agent in handling cases of sickness among children. The salary will be not more than \$25 per month.

Jacksonville, Ill. The city health warden has passed an order requiring that all students in educational institutions shall undergo weekly examinations by physicians. It is further provided that students who do not bring the weekly certificate from a physician stating they and their families are free from disease shall be excluded from attendance.

Brockton, Mass. The school board has included in its estimates for the ensuing year provision for four school physicians, each to receive \$500 annually. These are to be appointed in addition to the three already on the medical corps. It is planned to delegate each physician to two school districts with instructions to report daily to the principals, to receive reports from teachers and to make the necessary visits to the buildings in his charge.

Galveston, Tex. Medical examinations of pupils have been begun for the purpose of ascertaining whether any physical defects exist. Attention is given to the condition of the teeth and eyes as well as to the general condition of the child. All defects or unusual conditions are reported to the parents with recommendations for the disposal of the cases.

Beverly, Mass. The board of aldermen of the municipality has adopted a resolution which transfers the control of school physicians from the health department to the local school board. The action is similar to that attempted a year ago and which was at that time bitterly fought by the health board ending in the defeat of the measure.

Youngstown, O. The medical inspection department of the public schools has opened dental clinics for the children. Those who need medical or surgical attention are taken to the rooms of the department for treatment.

Coeur d'Alene, Ida. A system of medical inspection has been introduced in the public schools as a means of maintaining the physical well-being of the students. Defects of the eyes, ears, throat and teeth are carefully noted by

the teachers. For the better information of the teachers, lectures have been given by local physicians upon the various ailments and defects which hinder the growth and development of children. Special attention is given to the detection of impaired eyesight, the existence of imperfect teeth and adenoids. No particular doctor is given authority to treat patients and parents are free to take their child to their family physician or one who is preferred by them.

Boston, Mass. The school board has directed that anaemic and delicate children in the schools be provided for in rooms which approximate those prescribed for open-air classes. The assistant nurses will be expected to call upon the parents of such children and explain to them the conditions which are necessary for their health. The work has been placed in the hands of school hygiene director Dr. T. F. Harrington.

#### SPECIAL STUDIES.

Winchester, Mass. A "progress" class has been established in one of the school buildings for the benefit of children in the grades who do not readily adapt themselves to the regular classwork. The children are neither defective nor backward, but are of the handminded type, and as such, require training calculated to afford mental and character development equal to that afforded the other pupils. Students are each year rated as promoted and at the end of the grammar-school period are granted diplomas which entitle them to take such subjects in the high school as they may study with profit.

A distinct forward step in the progress of the public schools of Dubuque, Ia., has been made with the establishment of a vocational high school in the old Prescott building. The newly created school provides accommodations for a commercial department, the household economics department and the manual training department. The first floor of the building is occupied by the woodworking shops of the manual training department and the second floor is devoted to the domestic science and art departments. The former consists of two rooms devoted to the study of cooking and household work and two for sewing. The building accommodates the students of the high school in addition to those from the upper grades of the Prescott School.

As a means of teaching the importance of domestic science in the rural schools, Supt. A. L. Lloyd of Webster County, Kentucky has constructed a "model" kitchen, mounted on wheels, and suitable for transportation from school to school.

The model kitchen has been exhibited by Mr. Lloyd at a number of teachers and parents' meetings. It is, so far as is known, the only one of its kind in the United States and will, undoubtedly, prove its value in demonstrating to rural school boards and patrons the need for domestic science instruction.

In compliance with a recent enactment of the state legislature of Missouri, 73 high schools representing 63 counties of the state, have established "teachers' training courses." The law provides that any high school establishing such an approved course is entitled to receive \$750 as aid from the state school funds. Where more than one school in a given county have approved courses, it is provided that the sum of \$1,200 is to be divided between them.

New York City is rapidly developing various phases of industrial art teaching in its high schools. Beside the well-known work in the Washington Irving High School, Manhattan, commercial and domestic art courses have been introduced in four other schools during the last year.

For this reason, New York is actively seeking additional art teachers. Over one hundred teachers are now employed, and it is reported that there are six vacancies which will be filled as soon as teachers can be secured. A special examination for these vacancies in the art department has been called for March 23rd and 24th, at the Board of Education, New York City. To inform candidates in regard to this test, an elaborate circular has been issued by the Board of Education which gives many details in regard to salaries, allowances for experience, and the scope of examinations. It is to be noted that the salaries of New York art teachers advance during satisfactory service up to a maximum of \$2,650.

The circular of information can be secured by addressing Dr. James P. Haney, Director of Art in High Schools, 500 Park Avenue, New York City.

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## OUT OF THE DAY'S WORK

### ACQUAINTING PATRONS WITH HIGH-SCHOOL WORK.

The high school of West Chester, Pa., includes 130 students from school districts outside the Borough of West Chester proper. The tuition of these students is paid by the districts in which they reside and the school boards, altho they have no voice in the management of the school, are naturally interested in the character of the instruction which is imparted.

To demonstrate to both the members of the school boards and to the parents of the students that the quality of the instruction is very high, and that the spirit of the school is conducive to the highest grade of work, Supt. Addison L. Jones, on February 20th, arranged a "visiting day."

Letters were mailed to the members of each of the school boards represented thru students, asking that they attend the sessions of the school on February 20th and that they invite interested citizens of the district to accompany them. Similar letters were issued to the parents of each of the children.

Regular school exercises were conducted thru-out the sessions without special preparation or special arrangements. The visitors thus had an opportunity to see how the school is managed and what methods are used by the teachers. Arrangements were made so that all the visitors who desired could be served a special luncheon prepared by the members of the domestic science classes.

#### A VOCATIONAL RECORD CARD.

A vocational record card has recently been adopted by the Grand Rapids schools for assisting children to find themselves in selecting an occupation and was devised by Vocational Director Jesse B. Davis.

The card represents only the mechanical record portion of the system. Before the pupil's possibilities are estimated and recorded, he is studied carefully for one or two years by his teachers. The vocational counsellor then makes the record

#### VOCATIONAL RECORD

GRAND RAPIDS, MICHIGAN

NAME	SCHOOL	GRADE LEFT
SCHOLARSHIP AVERAGE	PERSONAL DATA	VOCATIONAL DATA
Arithmetic	History	Especially adapted for: Academic
Grammar	Industry	Commercial
Spelling	Initiative	Physical defects
History	Leadership	Attitude toward school
Pre-Voc Study	Habits	Attitude toward work
Special qualities or ability shown		

Note: This card is to be filled out for all pupils between the ages of fourteen and sixteen and for all those in the seventh and eighth grades. Whenever a pupil is promoted to the high school the card should be transferred to that school. If the pupil leaves school to go to work the card should be sent to the office of the vocational director.

#### SOCIAL RECORD.

Parent or guardian	Parent's vocation
Address	Place of business
Home environment	
Neighborhood influence	
Ability to keep child in school	
Attitude of parent toward school	
Parent's ambition for child	
Real reason for child's leaving school	
Previous employment of child	Ar. Wage
Special information	
Date of record	Teacher

Obverse (above) and Reverse of Vocational Record Card. as a memorandum rather than as a complete estimate. The actual estimates are made in personal interviews with the teachers, with the parents and with the child himself. Mr. Davis believes that they should be made on very broad lines and more for the purpose of steering the child away from probable failures than toward a positive vocation.

#### Use of Schoolhouses.

Joliet, Ill. Following a number of requests for the use of school buildings by churches, public assemblages and special schools for women, the school board has adopted a policy which will place the buildings at the disposal of the general public. To this end it has been decided that the expense of lighting, heating and janitor service will be borne by the school department when used for the following purposes:

1. Adult clubs or organizations for the discussion of educational, civic and community problems.
2. Public lectures, entertainments or indoor recreational or educational activities.
3. Club work among young people—literary, musical, dramatic, social—under supervision arranged by the school authorities.
4. Political discussions may be permitted when announced in advance, and equal opportunity given for presentation of both sides of the question in accord with the American spirit of fair play.

The above activities must be determined and controlled by a free organization of patrons and teachers of the community. The present rule barring the use of tobacco on school premises must be respected.

The janitor shall be allowed \$1 for every evening on which he opens his building in accord with the above provisions.

Buffalo, like other large cities, has found it a difficult matter to forecast the school needs of different sections of the city for even a few years in advance. Supt. Henry P. Emerson, in discussing this matter, said: "To my mind, the strongest argument against any needless cost in school buildings is the fact that some of them will be abandoned for want of pupils long before the buildings themselves are too old for use. This applies especially to the erection of new schoolhouses in the older sections of the city, where business is already crowding out the residents."

"It has been suggested that a school census ought to indicate where new buildings should be located. There is not much in this theory. If all the children in the city attended the public schools, the census would be of help, but as the private and parochial schools have an attendance about half as large as the public schools, and in some sections a larger attendance, the number of children of school age in a given locality would not be a correct criterion as to the necessary public school accommodations."

Supt. Emerson cited an instance of a school which five years ago had an attendance of 700, but which, on account of the erection of a parochial school near by, has now a registration of only 200, tho a school census would show as many children in the neighborhood as ever.

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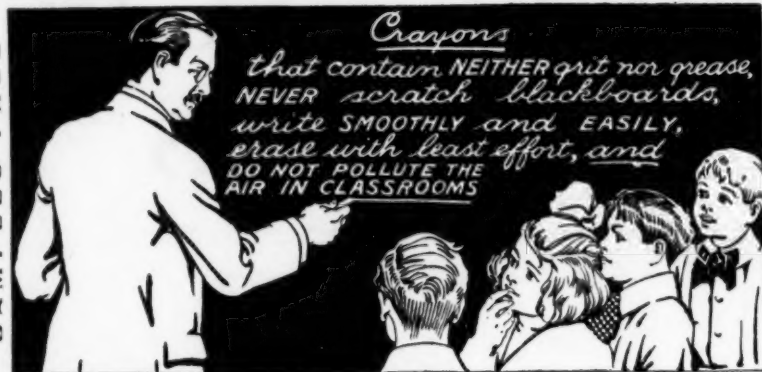
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4645 W. Homer St., Chicago**BUILDING AND FINANCE.**

As a means of heating the school buildings in a more effective and economical manner, the school board of Rock Island, Ill., has begun the testing of the coal supply for its heat producing properties. It has been found that the coal which has been obtained for the winter's supply has not been giving the requisite heat in a number of instances.

To meet pressing obligations during the early part of 1914 the school board of New Orleans made arrangements thru the Whitney-Central Bank and Trust Company to borrow from \$500,000 to \$6,000,000 in London. The loans will be called for as needed at the rate of discount that prevails at the time the installments are received, not to cost more than 6 per cent. President Sol Wexler of the school board, who is one of the officers of the Whitney bank declared that he did not think the money would cost more than 4½ per cent. In the meanwhile the bank is to allow interest on the funds of the board deposited with it. The necessity for the loan is caused by the fact that the state appropriations for the schools and also revenues from a certain fund resulting from city taxes are not available until the Fall and current expenses must be met.

Mr. Frank S. Barnum, who has been architect of the Cleveland school department since 1895, has just been made consulting architect by the board of education. As such, Mr. Barnum will act only as expert for the board, and will receive a fee of \$25 per day for a minimum of one hundred days per year.

Since April 1, 1895, when Mr. Barnum became head of the division of architecture, he has drawn plans and specifications for 86 new buildings and prepared plans for the rehabilitation of existing buildings. He has planned such well

known buildings as the East and West Technical High Schools. He has a national reputation as school architect and has acted in a number of important competitions as expert advisor.

Mr. W. R. McCornack, former assistant to Mr. Barnum, has been chosen school architect.

St. Paul, Minn. The school board has created the office of superintendent of heating plants and has appointed Mr. Ernest Crawford, one of the school engineers, to the position. The salary has been fixed at \$1,500 per year. The board has also combined the position of shop superintendent with that of assistant superintendent of buildings. In recognition of the added duties of the office the salary has been raised from \$1,500 to \$1,800 per year.

Indianapolis, Ind. The position of school-board architect is under consideration by the school board. It is the aim of the school authorities to save to the city the fees which in the past have been expended in payment of plans for the school buildings.

Norfolk, Va. Acting upon the suggestion of the building and property committee, the school board has requested that the chief of the local fire department inspect the school buildings once each month. The request was made following the discussion of the renewal of a number of fire insurance policies.

State Fire Marshall, Charles E. Keller, of Minnesota is urging legislation to compel fire-proof construction for all new schoolhouses.

The cost of maintaining Chicago's schools for 1914 is placed at \$16,700,000 according to the budget issued by the board of education. This is \$2,000,000 more than was expended on the school system last year.

The board of education at Topeka, Kans., has determined to change its policy relating to fire insurance on school buildings and will begin the

nucleus of a fire fund of its own. At the present time the board carries about \$450,000 insurance on the schools and it is the plan to each year allow the premiums on about ten per cent of the policies to lapse. The amount that would each year be paid on the policies which have been discontinued will then be placed in a reserve fund. It is believed that after a period of approximately ten years the board will be equipped to carry the entire risk of the buildings and save to the taxpayers several thousand dollars in insurance.

As a means of reducing the cost of supplies for schools, Mr. S. D. Hunter, a member of the school board at Bellaire, O., has urged the purchase of all materials in wholesale quantities. It is pointed out that in the item of glass alone, a considerable saving may be made in view of the large amount required each year to replace broken windows. In the past it has been the custom of the local board to buy glass in small quantities from the retail dealers and, in consequence both the price of the dealer and that of the middle man has been paid.

Providence, R. I. The school board has increased the pay of janitors of eight-room schools to \$15 per week.

Pittsburgh, Pa. Mr. Wm. M. Dambach has been elected assistant superintendent of school buildings at a salary of \$3,000 per annum. Mr. Dambach is a university graduate and has had considerable experience as a Government engineer.

The school board of Sioux City, Ia., has adopted the blanket form of insurance for the school buildings which will result in a saving of more than \$3,000 in premiums. In the past, the board has carried approximately \$590,000 on all the school buildings with an annual premium of more than \$10,000.



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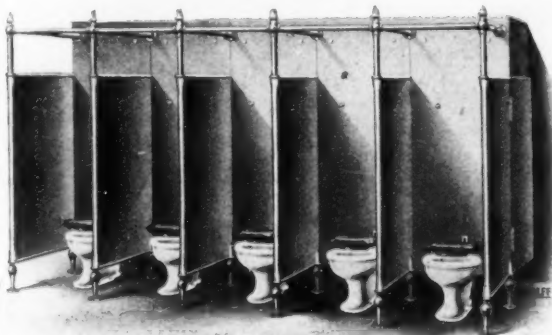
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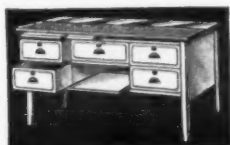


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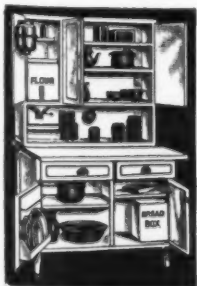
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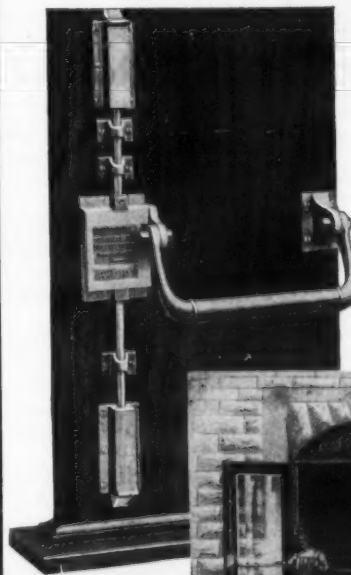
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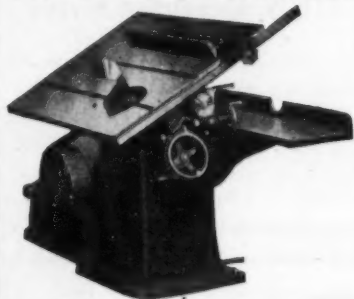
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## COMING CONVENTIONS.

Mar. 6-7—Golden Belt Teachers' Association (Kansas) at Hays. Susan Friend, Secy., Oakley.

Mar. 6-7—Southeastern Minnesota Educational Association at Winona. Supt. J. V. Voorhees, Secy., Winona.

Mar. 6—Massachusetts Superintendents' Association at Boston. Fairfield Whitney, Pres., Everett.

Mar. 6-7—Indiana Association of Science and Mathematics Teachers at Indianapolis. Everett W. Owen, Pres., Marion.

Mar. 7—Eastern Association of Physics Teachers at Boston. Alfred M. Butler, Secy., Boston.

Mar. 11-12-13—Central California Teachers' Association at Fresno. Margaret Sheehy, Secy., Merced.

Mar. 12-13-14—Central Minnesota Educational Association at St. Cloud. I. T. Johnsrud, Secy., St. Cloud.

Mar. 13-14—New Jersey State Council of Education at Newark. J. H. Hulsart, Secy., Morristown.

Mar. 19-20-21—South Texas Teachers' Association at Gonzales. Emma Searcy, Secy., Hallettsville.

Mar. 20-21—Northcentral Association of Colleges and Secondary Schools at Chicago. F. N. Scott, Pres., Ann Arbor, Mich.

Mar. 20-21—Annual Conference of High Schools of Kansas at Lawrence. C. H. Johnston, Pres., Lawrence.

Mar. 26-27—Missouri Slope Educational Association at Bismarck, N. D. Mrs. Nellie Evarts, Secy., Bismarck.

Mar. 26-27-28—East Central Nebraska Teachers' Association at Fremont. Elizabeth Shaffer, Secy., David City.

Mar. 26-27-28—North Platte (Nebraska) Valley Teachers' Association at Bridgeport.

Mar. 27-28—Northern Nebraska Teachers' Association at Norfolk. Minnie B. Miller, Secy., O'Neill.

Mar. 27-28-29—Department of Superintendence (Minnesota Educational Association) at Minneapolis. Jos. G. Norby, Secy., Madison, Minn.

Apr. 1-4—Physical Education Association at St. Louis, Mo. Helen McKinstry, Secy., Brooklyn, L. I., N. Y.

Apr. 1-2-3—Michigan Schoolmasters' Club at Ann Arbor. Joseph M. Frost, Pres., Muskegon.

Apr. 2-3-4—Southeastern Iowa Teachers' Association at Burlington. Supt. H. E. Blackmar, Pres., Ottumwa.

Apr. 2-3-4—Northwest Iowa Teachers' Association at Sioux City. L. H. Minkel, Secy., Fort Dodge.

Apr. 2-3-4—Northern South Dakota Educational Association at Aberdeen. A. C. Bolstad, Secy., Groton.

Apr. 2-3-4—Northeastern Iowa Teachers' Association at Cedar Rapids. Chas. F. Pye, Pres., Waukon.

Apr. 2-3-4—Northern Indiana State Teachers' Association at Indianapolis. J. G. Collicott, Supt. of Schools, Indianapolis.

Apr. 2-3-4—Southern Illinois Teachers' Association at Marion. May Gallagher, Secy., Marion.

Apr. 6-10—Conference for Education in the South at Louisville, Ky. Robert C. Ogden, Pres., New York, N. Y.

Apr. 8-9-10-11—Alabama Educational Association at Birmingham. W. C. Griggs, Secy., Gadsden.

Apr. 9-10-11—East Tennessee Teachers' Association at Chattanooga. J. W. Trotter, Pres., Knoxville.

Apr. 9-10-11—Middle Tennessee Teachers' Association at Nashville. W. B. King, Secy., Ravenscroft.

Apr. 9-10-11—Eastern Commercial Teachers' Association at Atlantic City, N. J. F. E. Lakey, Secy., Boston, Mass.

Apr. 9-10-11—Eastern Art and Manual Training Teachers' Association at Atlantic City, N. J. Fred Reagle, Secy., Montclair, N. J.

Apr. 16-17-18—Louisiana State Public School Teachers' Association at Shreveport. Nicholas Bauer, Secy., New Orleans.

Apr. 16-17-18—Arkansas State Teachers' Association at Little Rock. J. L. Bond, Secy., Little Rock.

Apr. 23-24-25—Georgia Educational Association at Macon.

Apr. 27 to May 1—National Music Supervisors' Association at Minneapolis. Elizabeth Casterton, Pres., Rochester, N. Y.

Apr. 30-May 3—Mississippi Teachers' Association at Jackson. H. L. McClesky, Secy., Hazelhurst.

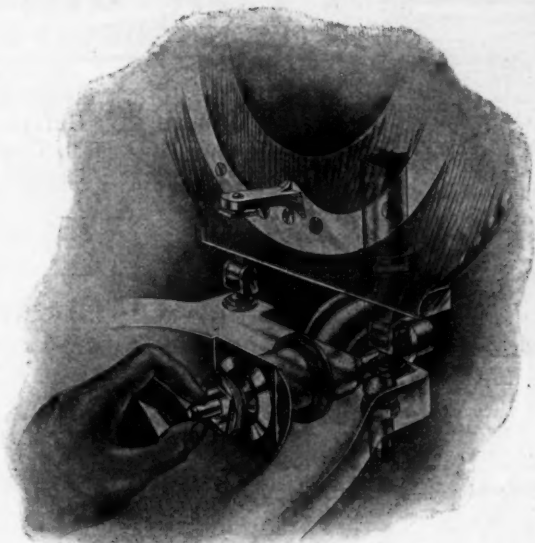
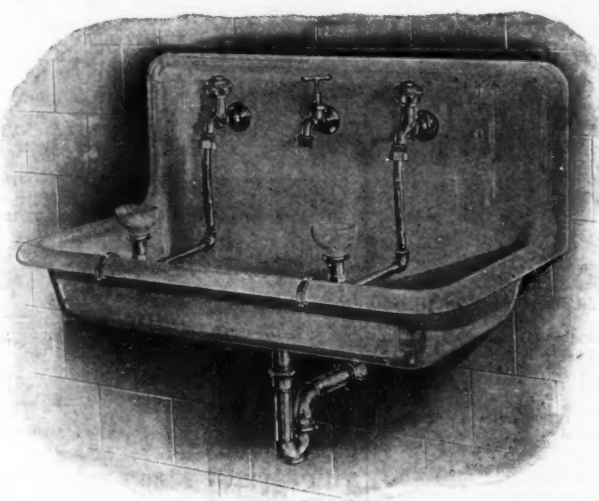
May 6-9—Western Drawing and Manual Training Association at Milwaukee, Wis. Miss Emily Dorn, Chairman Local Committee.



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Let us tell you more about our goods and if you have a problem, let our School Department work it out for you.

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#### HOW SHALL THE SUPERINTENDENT MEASURE HIS OWN EFFICIENCY?

(Concluded from Page 12)

school-seating, decorating and landscape gardening.

The superintendent must have large liberty in the initiating of educational measures, and his should be the final word in the nomination and assignment of teachers, the promotion and transfer of pupils, the choice of textbooks, the preparation of the courses of study, and the supervision of the work. If he cannot freely give his attention to the really big things of his calling, he either shrivels up into a perfunctory agent of the strong man or men on his board, or he congeals into a frigid conservatism. A strong and inspiring personality is the best asset that any superintendent can have, and he ought not to tolerate influences nor circumstances that tend to thwart its free and symmetrical development.

In applying these standards, with "himself the judge and jury and himself the prisoner at the bar," let the superintendent look at himself with the disillusioned perspective of impersonality.

If he finds himself to be a man of earnest and searching thought, definite conviction, and profound feeling; if he has acquired skill from training, character from discipline, intelligence from observation and study, and culture from the assimilation of all these; if his work is free from agitation, restlessness, uncertainty, feverish intensity, and consuming haste, but full of dignity, resourcefulness, and repose—not the repose of lethargy, but the repose of quiet, calm, effective activity; if he never allows his brain to become entangled with his nerves; if he looks upon his daily program not as drudging toil, but as spontaneous, self-expressing, creative

work—fatiguing, to be sure, sometimes to the point of exhaustion, yet however perplexing and annoying, happily free from friction and irritation; if he preserves a just sense of proportion and a wise adjustment of the tasks, opportunities and pleasures of the school; if he regards his pupils as future citizens of a great, progressive republic, and tries to make life to them sweet and sound and sane and serviceable; if he keeps himself free from an over-self-conscious and dictatorial manner; if he vitalizes with his own refreshing individuality the dull monotony of routine work; if, when political disturbances or other trying conditions arise, he can count upon the staunch, unswerving loyalty of his corps of teachers; if his community looks confidently to him for co-operating leadership in establishing and maintaining the best things in civic life; if, since "the truest teaching is living," he daily seeks to express in his personal life his noblest ideals of character;—if all these foundation facts are firmly beneath his feet when he emerges from the flood of self-accusation, and if the searchlight of cross-examination reveals no dark corners of injustice and self-seeking, uncovers no lurking negligence and insincerity; then let him humbly and thankfully "rejoice with exceeding great joy," for he is indeed a master workman whose labor will require for its adequate testing and measuring a heaven and an eternity.

#### ENCOURAGING WORK OF STUDENTS.

To encourage students with the spirit of study and to give them the idea of work as a most important duty in life, Supt. Forster of Williston has addressed to the student body the following letter:

To the students in the High School:

The binomial theorem and the conjugations of the Latin paradigms will more than likely soon fade from your memory, but strength of char-

acter resulting from constant use of the faculties is permanent.

Young people are in school to grow,—stronger as truly as broader, independent as truly as well-informed, bigger-hearted as truly as sharper witted.

Growth comes thru use of the powers, either mental or physical. We learn by doing. And how about the biceps of the blacksmith?

Growth in part may come from listening to others' recitations and reports, but far more from your own preparation and class work. For this reason it is customary in school to give students two points credit for daily work and only one for examinations.

The passing of an examination may mean only that you sat up late the night before, studying, and such sort of training never made athlete or scholar or good citizen.

Remember 'tis you who "flunk" and not the teacher, and get busy!

Some one has said that the secret of success is first, work; second, work; third, work! Not the teachers' work either but your own.

Or are you one of those looking for a soft snap? I surely hope not. Read this from Ruskin:

"If you want knowledge you must toil for it; and if pleasure, you must toil for it. Toil is the law. Pleasure comes thru toil and not by self-indulgence. When one gets to love work his life is a happy one."

And the old proverb is a good one: "Learn to Labor and to wait."

So when the teacher calls on you for written problems or an oral recitation on the Filipinos, she expects you to show your preparation and ability. It is not for the teacher to do the reciting—save on occasion.

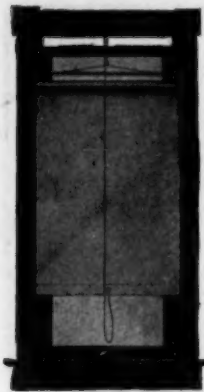
Finally, loyalty is expected of you—loyalty to your better self, to your schoolmates, to your class, to your teachers, and to Williston.

Supt. H. D. Ramsey of Fort Scott, Kans., has been re-elected for a two-year term.

Supt. C. H. Barnes of St. Cloud, Minn., has been re-elected for a three-year term. Mr. Barnes' salary has been raised to \$2,750.

Mr. Geo. M. Bemis of Andover, Mass., has been elected to the superintendency at Revere.





## A FEW BIG USERS OF FUSON'S COTTON DUCK SHADES

Hart, Shaffner & Marx, Chicago.  
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LET US SEND YOU A SAMPLE

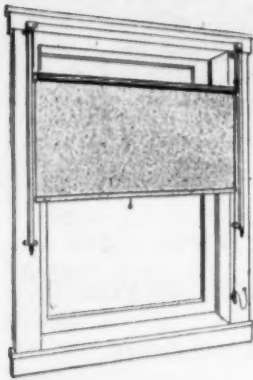
**The Fuson Adjustable Shade Co.**  
SPICELAND, IND.



IF  
in your Window Shades you want  
**QUALITY  
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Write today to the

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### THE WIMMER

Shade "Adjuster"  
for lowering  
shade from  
the top, for  
upper light  
and ventila-  
tion in the  
class room  
offices, etc.  
**C. I. Wimmer & Co.**  
MFRS.  
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### Sanitary Lighting and Automatic Folding

The Famous  
S. L. & A. F. Shades  
Made of DUCKING  
Cloth.  
Have NO SPRING  
ROLLER.  
Fold to ONE-SIXTE  
their area at one  
operation.  
Act at both top and  
bottom ends.  
Have the fewest parts  
never get out of order.  
Act most rapidly and  
last longest.  
Handled by leading  
Supply Houses every-  
where, or address  
**OLIVER C. STEELE**  
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### FRAMPTON'S Famous Adjustable Window Shades

The original  
soft cloth  
adjustable  
shade.  
No spring roller.  
Operates  
with one cord  
and one pul-  
ley.  
Can shade  
any part or all  
of the win-  
dow and per-  
mits perfect  
ventilation.  
The most  
practical  
shade for  
schools, lodge  
rooms, church-  
es and all pub-  
lic buildings.  
WRITE FOR  
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**FRAMPTON WINDOW SHADE CO., Pendleton, Ind.**

### TEN REASONS WHY JOHNSON'S Shade Adjusters

are the Best for  
controlling the  
light and shade  
as you need it.  
—as to merit—  
more than a thou-  
sand schools are  
furnished.  
School Boards (in  
market), can have  
free full size per-  
manent sample.  
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CHICAGO, ILL.



### The GEM PENCIL SHARPENER

Sharpens Both Lead and Slate Pencils  
You can point a pencil very nicely with your knife when  
it is sharp.  
When it is not—and lead dulls it very quickly—it will  
break the lead.  
Any machine with steel cutting edges or knives will act  
just the same.  
That is one reason for the failure of many machines.  
They are not practical.  
We claim that ours is practical and would like to have  
you try them.  
Price \$3.50. Send for descriptive circular.

Manufactured by **F. H. COOK & CO., Leominster, Mass.**

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**W. & A. K. JOHNSTON'S**  
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### Complete Ready To Set On The Foundation

Our rapidly growing cities and towns with restricted school revenues find it difficult to build new school houses fast enough to keep up with the demand made by the increase in population. ON SHORT NOTICE and at a VERY SMALL COST, we are furnishing many of the different towns and cities in the United States with our PORTABLE READY BUILT SCHOOL HOUSES with seating capacity 50 to 250. When shipped from our factory, they are ready built and complete, ready to set on the foundation. No carpenter work of any kind to be done to them as every piece is finished and fitted. We send a printed illustrated instruction sheet for erecting the school houses and attached to same is a floor plan on which all of the parts are numbered and those in the packages numbered to correspond with those shown on the floor plan. When erected, they are as strong and substantial in every way as if built by a local carpenter, day work. They are thoroughly ventilated and all of the windows arranged so as to give perfect light. WE GUARANTEE ENTIRE SATISFACTION. We will be pleased to furnish names of the different towns and cities now using them. Write and let us send you a blue print and full detailed information.  
**MERSON & MORLEY CO., No. 1 Main St., Saginaw, Mich.**

### STATE SCHOOL SURVEYS.

(Concluded from Page 10)

survey, without involving extraordinary and perhaps unwarranted expense. This co-operation is most necessary with state educational authorities who should recognize in the survey a valuable agency for bringing about those progressive changes which they, in a great majority of instances, advocate. (c) *Inspectorial*: Chief reliance must, however, be placed upon data and information which are possible to obtain only thru the application of especially devised schedules and by the employment of processes that record results in objective terms detached from individual judgment or personal bias. This necessitates detailed, direct, impersonal examinations by a field staff not connected with the educational system. In any event, such careful preliminary consideration should be given to the specific items of inquiry and to the area of operation as to avoid any burden of labor and effort on the part of the regular teaching, administrative and supervisory staff, as well as the accumulation of masses of data which are not or cannot be used as a basis for the devising of purposeful preventative and constructive educational measures.

### 10. Publication of Findings.

The completed and carefully formulated results of the survey along any special line adequately bulwarked by appropriate evidence, should be made public only after approval by the governing board. The tendency in certain recent local school surveys for those in charge to exploit, thru the press, of the community, weaknesses or inadequacies of the school system, toward which the half-completed evidence of the survey seemed to point, is to be condemned as violative of public confidence and of sound scientific procedure. Circumstances may even arise which render inadvisable the publication of certain findings of a survey.

The published results of the survey, should be in such form and promulgated with such forcefulness, as to enlist genuine public interest and professional support. In particular should they be organized so as to constitute a body of evidence and a set of constructive measures that may be made the ready basis of non-partisan legislative action.

### 11. The School Survey and Educational Advancement.

One of the vivid recollections of the infancy of my political consciousness is that of a tall, long-haired, full-throated, impassioned orator of

the country "cross-roads" variety, attempting to solve the then burning partisan issue thru answering the question, "Whither are we drifting?" A certain excusable unfamiliarity with the language and the art of political navigation prevented my understanding of his answer; beyond a vague impression that we were drifting to a political somewhere or concealed dangers and desolate destruction.

Thruout the country the plausible propagandists, platform performers, and patient printers have been industriously fabricating replies to the enigma of the schools, "Whither are we drifting?" The modern school survey, at first glance, appears as another involved answer to the old question. In reality the school survey attempts to answer another question, "How ought we be drifting?" With or without ability and skill! With or without a more complete knowledge of the god of things as they are!

Boston, Mass. The school board has revised its rule governing physical training in the elementary and high schools. The new rules read:

Periods allotted in each session, for physical training in elementary schools and for setting-up drills in high schools, shall be announced by a bell signal for the whole school.

Teachers in elementary schools shall at all times require that pupils maintain the correct sitting and standing posture.



## HAVE YOU EVER NOTICED



in visiting a school how a pedestal fountain, such as we show here, adds to the beauty of the school corridor?

Combine this beauty with the utility of a pedestal fountain and you have a combination that is really worth while.

Ask us, therefore, today for our 1914 catalog.

**Rundle-Spence Mfg. Co.**

MILWAUKEE,

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## "FROZEN STIFF" is the



usual condition of drinking fountains in Winter.

*Remember—*

### THE MURDOCK BUBBLE-FONT

is the only fountain on the market that will not freeze.

Every Doctor will tell you "The place for School Drinking Fountains is in the yard."

Supply your school yard with a Fountain that works twelve (12) months in the year and not only May and June—September and October.

WRITE TODAY FOR BOOKLET

**THE MURDOCK MFG. & SUPPLY CO.**

CINCINNATI, OHIO



No Chance  
For Contagion  
Here

Every swallow of water is  
clean, cool and refreshing

All bubble cups are  
law-proof, but very  
few are germ-proof.  
The Clow "Madden Patent"  
Drinking Cups are both

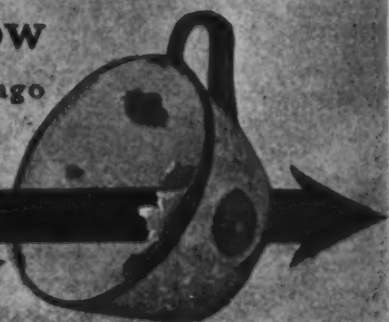
Send for Clow Bubble Cup  
Fountain Catalogue



**James B. Clow  
& Sons—Chicago**

THE DEATH CUP

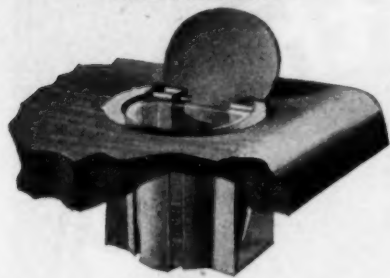
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## Cleveland Pressed Steel Inkwell

"CLEVELAND"



Patented

When buying new desks insist on having them equipped with "CLEVELAND" flush top wells. The only steel flush top well on the market. Practical, durable, and it adds to the appearance of any highly finished desk.

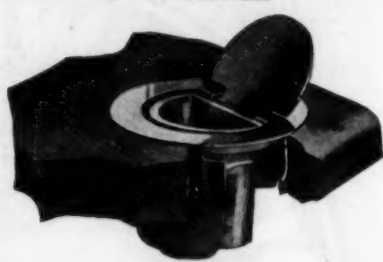
Glasses for the "CLEVELAND" and "UNIVERSAL" are interchangeable.  
Write for Samples and Price

CLEVELAND INKWELL CO.

2090 E. 22nd Street

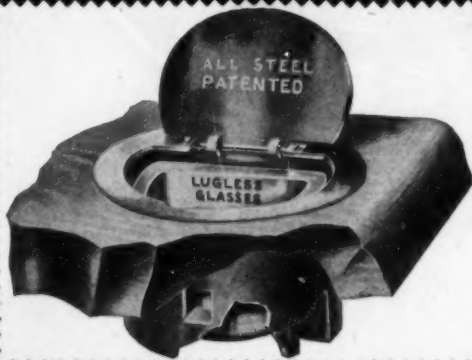
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"UNIVERSAL"



Pat. Pending

When replacing wells in old desks use the "UNIVERSAL" steel well. It adapts itself to holes which vary in size. Projects above the desk only  $\frac{25}{1000}$  of an inch. Covers the marred or splintered edge of the hole and improves the appearance of the desk.



That "Tannewitz"

Flush Top All-Steel Inkwell

5 years on the market. 2,000,000 in use. Best for school desks because unbreakable, cannot be removed from the desk and will not push thru the hole. Features are patented and used by us exclusively. Avoid imitations. Look for the name "Tannewitz." Sample free.

The Tannewitz Works  
GRAND RAPIDS, MICH.

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McConnell's A. B. C. Primary Reading Chart  
McConnell's Primary Reading Chart  
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These goods are sold by all of the leading School Supply Houses,  
or write to

McConnell School Supply Co.

4430 MARKET STREET

PHILADELPHIA, PA.

## MOVING PICTURES.

(Concluded from Page 15)

will be encouraged to move out on this line. The great lack just now is patronage enough to make keeping them in stock worth while.

Another obstacle to educational use lies in the fact that a film may consist of forty per cent educational, the balance comedy or such highly wrought drama as to make it useless to children. The educational people complain of such a partnership, for the film maker is loth to separate his film. The theater man in many cases complains, too, of the arrangement. Neither section is wholly satisfactory to both interests.

It would seem the educational world should stick to legitimate dramatization, to industrial, travel, science, micro-photograph, radiography, literature, science, etc. It would appear to be a safe guess that the ordinary cheap film, showing the chronic ills of family and social life would be uninteresting enough to a healthy child-mind, after viewing the better types of films under encouragement of school environment, and correlated with constructive teaching in the schools.

## A MODERN SCHOOL SAVINGS SYSTEM.

(Concluded from Page 14)

article is excellent and can be operated in large cities where there are more pupils in one school than attend all the schools in Elmira, but it is

not really practical in smaller cities. It may be questioned whether it would be generally desirable, but it is too far advanced for the second or grammar-school period. The envelope plan embodies many of the salient features of the regular bank plan and gives much of the educational feature, and can be operated with so much less expenditure of time that it seems to be the most desirable plan. It has already been adopted in other cities where the law permits, and some states have amended their laws to meet the requirements. Others will do so during the present year.

The writer will gladly supply to any one interested the detailed blanks used in Elmira, and copies of the law under which the plan is operated.

## THE KIND OF A SUPERINTENDENT THE TEACHER WOULD HAVE.

(Concluded from Page 8)

shouted, "Boo!" It was an attempt to be bright and cheerful, no doubt, but it was a miserable failure.

Moreover, teachers do wish that married superintendents would keep their domestic troubles to themselves, and that superintendents in love would be silent over lovers' quarrels. Many a teacher has had to sit and listen for hours to the droning recitation of unfortunate marital or pre-nuptial affairs. However interesting it may have been (they all admit it is interest-

## Squires Inkwell Company



Squires No. 3 Inkwell

an ornamental composition cap or with rubber stopper, as desired.

See next month's Journal for other styles. Write for illustrated circular and prices.

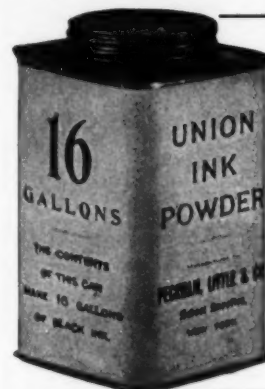
SQUIRES INKWELL CO., Pittsburgh, Pa.

Undoubtedly our flush top inkwells are the best on the market and much more extensively used than any others. Our No. 3 fits the same size hole as does our No. 8, is finished in bronze, but will nickel when so ordered.

Our No. 12 has a very short neck and extends above the service of the desk only one-half inch. It is made in five sizes to fit holes  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ ,  $1\frac{1}{4}$ , and  $1\frac{3}{4}$  inches. It is provided with a cork stopper having



Squires No. 12 Inkwell



## UNION INK POWDER

Makes a good black Ink with the addition of lukewarm water.

100 per cent. cheaper than liquid Ink. Universally used by Public and Private Schools. One five Gallon Can mailed on receipt of \$1.00.

Sample and prices sent on application.

PECKHAM, LITTLE & CO.  
57-59 East Eleventh Street. NEW YORK

## Why Pay Freight on Water?

Why Buy Kegs or Bottles to Throw Away?

The Boards of Education in the Leading Cities have been convinced of the folly of buying Liquid Ink. They use Ink Crystals and cut their ink cost in two.

The U. S. Government Buys Ink Crystals. That is proof of the quality.

## ROWLES' INK CRYSTALS

can be kept in your schools indefinitely and prepared by your janitor for use at any time. It only takes five minutes.

Write for Samples and Prices to

A 327-331 So. Market St.

E. W. A. ROWLES, Chicago, Ill.

ing), it is not the sort of conversation with which superintendents are supposed to regale their teachers. Superintendents who are confirmed bachelors need not read this paragraph.

But finally, in summary, what does it all mean? Just this. The teacher in the ranks wishes to see in the superintendent an ideal, a model, a guide. She would have him set the example for her in the teaching, for her pupils in their learning and in their lives. She would find in her superintendent the solace, the inspiration, the zeal, the courage, which in the monotonous, humdrum of daily teaching slowly oozes from her whole being. The teachers would like to have their supervisors serve as new stimuli, impinging anew upon the sensitive end-organs, or by counsel, example, illustration, courtesy, friendly handgrasp, cheer for the pupils, come to the school like a blessing and leave it with a benediction.

Statistics from the records of the public schools of Minneapolis, Minn., have recently been gathered to prove that girls are better students than boys. In this connection, the semi-annual statements of "repeaters" and double promotions show certain essential facts: In the "repeating" list of students, there were 1,352 boys and 929 girls. Double promotions were granted to 713 boys and 765 girls. The failures occurred usually in the second and sixth grades and the promotions were largely made in the third, fourth and fifth grades.



## The image displays two black and white photographs of a mechanical component. The left photograph shows a top-down view of a dark, rectangular block with a circular opening in the center. A small, curved, metallic-looking piece is partially inserted into this opening. The right photograph shows a side view of the same component, which appears to be a cylindrical container or housing. It has a flat top surface with two circular features, possibly mounting points or ports, and a visible seam or joint around the circumference.

Pat. Dec. 12, '05  
Pat. Jan. 19, '06

Pat. Nov. 14, '11

*Write for free samples today.*

A tall, dark wooden grandfather clock. The clock features a large circular face at the top with Roman numerals and a smaller circular face in the middle. The pendulum is visible at the bottom. The clock is made of dark wood and has a classic, elegant design.

**STYLE A60TF**

### Specifications.

60-beat, self-winding regulator, 12 in. white enameled dial, platinum tipped circuit closers, control for any number of SECONDARY CLOCKS.

*Six Program Five Minute Interval Program Machine*, with AUTOMATIC CALENDAR SWITCH for silencing bells on any day or night of the week as desired.

Case of golden quartered oak, cabinet finish or finish to match sample as submitted.

### ***Adaptability***

For use in any school or college, send for information blank and we will see that it will meet your full requirements.

## Terms

Furnished complete, with Samson No. 3 battery for operation, complete instructions for the installation and operation, for \$100.00 f. o. b. factory.

Write for Catalog S on our complete line of  
ELECTRIC MASTER, PROGRAM  
AND SECONDARY CLOCKS

**LANDIS ENGINEERING & MFG. CO.**  
Successors to FRED FRICK CLOCK CO.  
**WAYNESBORO, PA.**

SCHOOL NO. _____		ROOM NO. _____		WEEKLY DEPOSIT SHEET.												BANK NO. _____																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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Fig. 3. The large form is a page from the weekly deposit record containing the complete details of all deposits. The small form to the left is the pupils' deposit card; the middle form is a page from the pupils' pass book; the form on the right is the pupils' ledger card.

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Milwaukee, Wisconsin.

### THE VERMONT EDUCATIONAL SURVEY. (Concluded from Page 20)

ing, elementary, to be sure, but thoro. This distribution of opportunity would meet the local needs with speed and economy pending the gradual development of special schools having larger facilities. What is true of agriculture applies equally to other forms of vocational training. An ideal of the junior central school should be, to keep within the limits of its funds, to provide means whereby every child of suitable age may discover his personal resources, however slender they may be, and become accustomed to command them with confidence."

The working out of such plans would surely tend to emancipate the curriculum as well as the whole educational system from that dominant influence of college and college preparation.

#### Administrative Changes.

Further details of the suggested reorganization cannot be given here. Tho the scheme is not entirely original it may be adaptable to Vermont with modification. The report asserts most opportunely the necessity of a form of administration under which the "inspection and scrutiny and development of the schools shall be independent of politics."

Another general recommendation is that there should be provided for the school system of Vermont an educational administration that shall supervise the schools as a whole and shall bring to every high school and to every elementary school genuine sympathetic educational advice. This involves the legislative creation of a State Board of Education consisting of five members to be appointed by the Governor, one member to be appointed each year for a term of five years, subject to removal by the Governor on charges publicly filed. The members of this Board shall be representative citizens who are

not professionally engaged in education or interested directly in any educational institution, and who shall serve without pay. This Board shall be a governing and not an administrative Board; having among its most important duties:

1. The appointment of an executive capable of exercising the foremost educational leadership in the state.

2. The appointment of a sufficient number of trained inspecting and supervising officers to make the policy of the State Board of Education understood and effective in every school.

Vermont is surely bankrupt in teachers for rural schools, and superintendents who have suffered directly from this lack seize with avidity upon any suggestion for the betterment of the situation. The present administration made an important step toward remedying this deficiency two years ago, by instituting teacher training courses to be run in connection with high schools of the state.

The report points out that the country girl is to be the teacher in the rural communities and she should have opportunities for training near home. This is to be provided by courses established on a similar basis as the agricultural work in the central or regional schools. The ability of the two existing Normal schools to adequately fill the need is denied. "The eventual establishment of an institution specially devoted to the training of teachers is suggested. Here we recognize the 'Main Central Normal' idea of the present administration."

The "survey" has been adversely criticized as superficial in its operations and in its results; it is certainly not original in some of its phases, but it surely cannot be without profit to all those studying Vermont's problems. A paper of this length necessarily touches but briefly on only a

few phases. There is far more material of interest in the complete and elaborate report presented to the Commission by the Carnegie Foundation.

#### Home Economics and Homes.

Ames, Ia. As a means of linking up the work of the home economics department of the high school to the home life of the students, Superintendent F. W. Hicks has arranged a system of credits for services performed at home. The girls are urged to carry into the home the knowledge they have acquired in the school, to introduce methods, plans and theories into their home kitchens, and to share their information with their mothers. Similarly, the opinions and needs of the homes are brought into the classroom to make its study more practical. The system of credits involves three hundred points which may be applied to earning one unit credit toward graduation, not more than two such credits to be gained by one student.

#### Building New Schools.

Joliet, Ill. The enlargement of the school plant, thru the erection of new buildings and additions to existing structures, has been reorganized on a new basis. In locating sites for such buildings it is the aim of the board to make the selection on the basis of the distance to be traveled by the children who will be accommodated. In some cases it may be determined to make additions or add auditoriums. The former method was to provide new buildings in the new sections of the city where they might serve as an attraction to buyers of real estate and to contractors who might be interested.

Junction City, Kans. Upon recommendation of Supt. J. W. Shideler a system of medical inspection has been inaugurated. Snellen charts have been placed in the schools for testing eyesight and instructions have been given the teachers for making simple tests of the eyes, ears, throats and teeth of the children. It is proposed to note only such defects as a layman can readily determine and to suggest to pupils that they consult their family physicians. Records of all examinations will be made.

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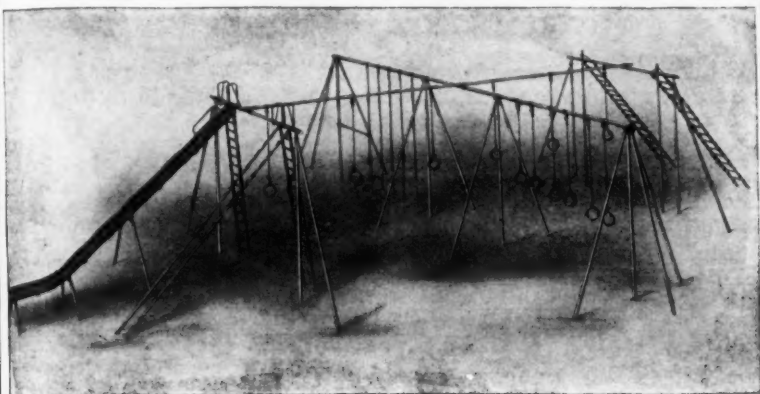
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## Medart Steel Playground Apparatus

contains many special features of construction which insure greater safety and durability and which are made possible only by the extensive facilities we have provided for the manufacture of this apparatus.

Our apparatus is built with a complete knowledge of the uses, and to withstand the hard knocks it will receive in daily use. The principles of our construction have been dictated by an experience extending over a period of many years.

Our catalog "Y" covers a complete line of apparatus, and will be sent on request, together with a copy of our interesting booklet "The Story Of My Ideal Playground."

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GYMNASIUM AND PLAYGROUND OUTFITTERS  
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FLEXO-FLINT FINISH WAS USED IN THE  
VENTNOR, ATLANTIC CITY, N. J., PUBLIC SCHOOL



**FLEXO-FLINT FINISH** is a fine pale varnish intended for floors, doors, desks, seats, stairways and sashes. Withstands cold, hot or boiling water, oils or greases, washing, mopping and scrubbing. Does not chip when scratched—can be rubbed and polished.

**DRIWAL** waterproofs cement, concrete, stucco, plaster, brick and stone. Is water, weather, alkali and acid proof. Penetrates and fills the pores—does not lay upon the surface nor obscure the texture of the surface.

**ARTONE** for interior use only, should be used on the walls of all school rooms, hallways, etc. Is sanitary and is a great reflector of light.

Write for Booklets No. 11-D, B, and A,  
for complete description.

**THE BILLINGS-CHAPIN CO.**

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## School Trade Notes

### Prove Waterproof Qualities.

Billings-Chapin Company have recently issued an interesting novelty in driving home to users of paints the weatherproof qualities of Drival coatings.

The Drival coatings are weather, water, alkali and acid proof and are intended for exterior use on concrete, cement, stone, brick, tile and plaster surfaces. They have been used extensively during the past year on public institutions. Yale University, for instance, has employed them for all of the brick and stucco work of the university buildings.

The novelty, referred to above, is a blotter one-half of which is coated with transparent Drival and the other half of which is uncoated. The blotters will be sent to any person interested upon request to the Billings-Chapin Co., Cleveland, O.

### Issues Pamphlet.

Mr. R. R. Johnson has issued a pamphlet describing the well known Johnson window shade adjusters for schoolrooms. The booklet includes illustrations of a number of important buildings equipped by Mr. Johnson.

Copies may be had by addressing R. R. Johnson, manufacturer, 7208 Eberhart Ave., Chicago, Ill.

### New Victor Records.

The list of victor records for February, 1914, includes ten selections—five double faced records of interest to schools and children. Four of the selections are recitations from Eugene Field; the remainder are children's songs and folk dances prepared especially for school use.

### A NEW METAL CHALK TROUGH.

Architects and school authorities who have been seeking a neat, durable and sanitary chalk trough will find a most acceptable article in the Dudfield All-Metal Crayon Trough.

The device consists of a two-piece, reinforced metal moulding (Nos. 3 and 5 in the accompanying illustration) held together by a bead (No. 7) and fastened to the wooden strips (No. 6) upon which the blackboard is mounted. By means of an ingenious flange (No. 5) which is pressed firmly against the blackboard, a galvanized chalk trough (No. 2) is securely held in place. Over this trough a rigid galvanized wire netting (No. 1) forms an eraser rest and cleaner.

As applied to a blackboard, the Dudfield trough is a neat, japanned metal moulding; the eraser cleaners and chalk rest on a smooth wire netting, thru which all the dust and small pieces of crayon fall into the removable dust trough. A light tap of the eraser on the wire, after each erasure, is usually sufficient to keep it clean. The trough is deep enough so that it need not be cleaned more than once or twice a week.



Dudfield All-Metal Crayon Trough.

The main trough is made up in eight foot lengths, and the inside trough, and the wire mesh cleaner are made up in four-foot lengths, so that they may be easily handled.

The trough can be applied to any old wood blackboard moulding by omitting the front brace strip (No. 4). A neat job can be done without defacing the old trough. Where vacuum cleaners are used the inner trough (No. 1) is dispensed with.

The Dudfield trough can be applied by any ordinary mechanic. The only necessary tools are a saw, a tinner's snip shears, a punch and a hammer.

Full information and prices may be had by writing to the Dudfield Manufacturing Co., Liberty, Mo.

### OHIO SCHOOL BOARD CONVENTION.

To paraphrase a famous line from the "Deserted Village" the Ohio School Board Association "came to criticize and remained to praise" the proposals of the Ohio School Survey Commission at the recent convention of the association in January. Progressive school measures won the day and the entire school survey program was indorsed. A resolution was also adopted indorsing vocational, manual training and domestic science courses in all schools.

It was expected when the call went out for the meeting of the association that the school legislative program carried shortly afterward, by the legislature, would not fare very well at the hands of the association, but following the address of Thos. E. Finnegan, assistant commissioner of education of New York, Thursday, there was a better understanding of the legislation by the members. Dr. H. L. Brittain director of the school survey, was present and answered many objections that were raised to various features of the program.

Officers were elected for the ensuing year as follows: Dr. Edward Herbst, Columbus, president; Frank Tyan, Dayton, first vice president; Mrs. Anna B. Whitney, Marion, second vice president; W. J. Knight, Urbana, secretary, and Jacob Kany, Xenia, treasurer. The new legislative committee of the association consists of A. E. Mittendorf, Cincinnati; Mrs. Dora Sandoe Bachman, Columbus, and Dr. A. C. Messenger, Xenia.

Following a joint meeting of the board of education of Albuquerque, New Mexico, and the school directors of nearby districts, steps have been taken to provide for the establishment and maintenance of a county high school for Bernalillo county.

The law provides that such high schools shall have provision for the teaching of manual training, domestic science and agriculture, the first two being already in operation in the city high school. Plans have been begun for the establishment of an agricultural course and it is the intention that the revenue raised from county districts for high school purposes will go toward the general high school maintenance and that all pupils in the county will have the privilege of attendance at the city high school.



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No. 315 "Veriblack" for Drawing.

No. 325 "Writing" for General Use.

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## Valuable Knowledge That Was Lost.

A bright young man came into the class in electricity late. The professor called on him quickly, and said, "Say, John, what is electricity?" The fellow didn't have a chance to get his thoughts together. He sat there a minute. The professor said, "Hurry up, John, you ought to know that." He rose and said, "Professor, I knew that yesterday, but you asked me so quick that it really forced it out of my mind." The professor said, "My boy, if you hadn't forgotten that, you would have been the only living being on earth that ever knew it."

## Not Heavy.

Ian Maclaren tells a child story as sweet as suggestive. While sauntering along a country road in Scotland he met a bonnie wee lassie who was red in the face from the exertion of carrying a chubby youngster in her arms.

"Isn't the baby too heavy for you?" inquired the sympathetic minister.

"Oh, no, sir, he's no' hivvy," gasped the child, lovingly; "he's ma brither!"

## Royal Pride.

Some one recently recalled a story told of Queen Wilhelmina of Holland in her childish days. In course of a geography lesson her governess asked her to draw a map of northern Europe. Holland, in the map submitted, loomed very large, while the British Isles were represented by a tiny dot, skied in the arctic region. The governess insisted upon a readjustment of the powers. Reluctantly the royal pupil brought the hated country into a more temperate zone, but—

"I simply won't make it any larger," she cried.



The Forgetful Professor.

Head Waitress (to new waitress): "The professor must be served with special attention. He never gives a tip, but always pays twice for his coffee."

## Always Doubles.

The increasing complexity of school problems in the United States was illustrated at a recent dinner by Dr. P. P. Claxton, Commissioner of Education. He referred to an incident related by Dr. James Clarke in his reminiscences of Oliver Wendell Holmes. The two were at the time students in Harvard when an argument arose about metaphysics.

"I'll tell you, James," said Holmes, "what I think metaphysics is like. It is like a man splitting a log. When it is done he has two more to split."

## Practical Solution.

The schoolmaster of a small village asked his pupils the following question:

"In a family there are five children, and the mother has only four potatoes to divide between them. She wants to give every child an equal share. What is she going to do?"

Silence reigned while everybody thought hard. Suddenly a small boy stood up and gave the following answer:

"Please, sir, mash the potatoes."

It was during the history lesson, and the teacher had inquired the reason for several unusual events.

"Why," for instance, "did James II cease to be King of England and leave the throne at this particular time?"

After some hesitation came the quiet answer: "Please, teacher, he was tired of his job."

Mr. Heyrak—"Is Willie home from school yet, maw?"

Mrs. Heyrak—"Must be. I see the cat's hiding under the stove."

## The Decline of the Classics.

Greek may have gone out of fashion, but Greeks have not. The being who used to live for us only in the pages of ancient history is now a familiar figure in every American city. The episode reported in the *Chicago Tribune* may, therefore, have had a foundation in fact.

"Mention the name of some well-known Greek," said the teacher of a juvenile class in history.

"George," spoke up the curly-haired little boy.

"George who?"

"I don't know the rest of his name, ma'am. He comes round to our house every Thursday with bananas and oranges."

They've turned th' corner right 'round toward th' SCHOOL!



Hope.

—Fox, Chicago Journal.

## A Ready Answer.

The teacher had been giving a class of youngsters some ideas of adages and how to take them, and to test her training she put a few questions:

"Birds of a feather—do what?"

"Lay eggs," piped a small boy, before anybody else had a chance to speak.

"Who can tell me the name of a liquid that will not freeze?" asked the teacher.

"Hot water," piped the youngest child present.

Little Willie—You are awful proud of your gran-pop, ain't you?

Little Bob—You betcha! Why, he used to lick pop reg-lar!

## In der Schule.

Lehrer: "Pass auf, Fritz, ich schenke Dir drei Aepfel. Dann nehme ich sie Dir wieder und gebe sie dem Hans. Was hast Du dann?"

Fritz: "A' Schandwut."

## Envy Teachers?

Ithaca, at the foot of Cayuga lake, has a large university for the insane.

The main provision of the Mayflower compact was potatoes.

Six animals peculiar to the frigid zone are three seals and three polar bears.

Three kinds of teeth are false teeth, gold teeth and silver teeth.

The permanent set of teeth consists of eight canines, eight bicuspids, 12 molars and four cuspids.

Typhoid can be prevented by fascination.

Guerrilla warfare is where men ride on guerrillas.

The Rosetta Stone was a missionary to Turkey.

The invention of the steamboat caused a network of rivers to spring up.

The qualification of a voter at a school election is that he must be the father of a child for eight weeks.

After a while the Republican party became known as the Free Spoil party.—Taken verbatim from New York State Regents' Examination papers.

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Fuson Adj  
Frampton  
AIR SCH  
Langslow,  
ART  
Binney &  
Eagle Penc  
Milton Bra  
American C  
The Prang  
Devoe & R  
Wadsworth

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# Educational Trade Directory

The names given below are those of the leading and most reliable Manufacturers, Publishers and Dealers in the United States. None other can receive a place in this Directory. Everything required in or about a schoolhouse may be secured promptly and at the lowest market price by ordering from these Firms.

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Oliver C. Steele Mfg. Co.  
L. O. Draper Shade Co.  
Fuson Adj. Shade Co.  
Frampton Window Shade Co.

## AIR SCHOOL FURNITURE.

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The Prang Co.  
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North Bangor Slate Co.  
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## CRAYONS.

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National Crayon Co.  
American Crayon Co.  
E. W. A. Rowles.  
Colonial Crayon Co.  
(Dealers.)  
American Seating Co.  
Eagle Pencil Co.  
The Prang Co.  
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Virginia School Supply Co.  
McConnell School Supply Co.  
Columbia School Supply Co.

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## DEAFENING QUILT.

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West Disinfecting Co.

## DICTIONARIES.

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## DIPLOMAS.

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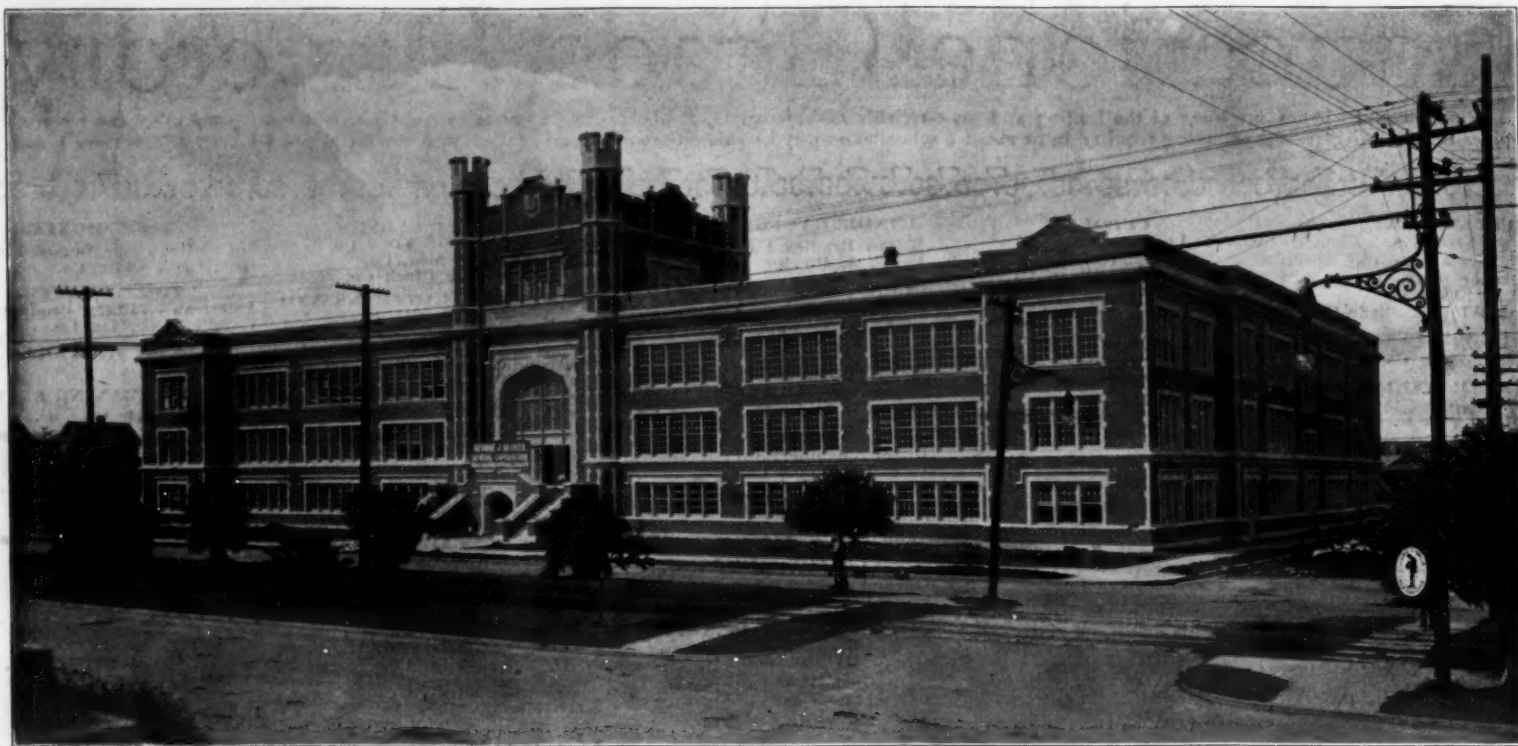
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Crescent Machine Co.	60	Pennsylvania Struct. Slate Co.	1
Crown Slate Co.	34	Permanent Educa. Exhibit Co.	60
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Devos & Reynolds	46	Phoenix Slate Co.	34
Diamond Slate Co.	34	Phonographic Institute, The	44
Dick Co., A. B.	36	Pitman & Sons, Isaac	42
DePree Chemical Co.	5	Power Co., Nicholas	32
Dow Wire & Iron Works	60	Prang Co., The	50
Draper Shade Co., Luther O.	62	Precision Machine Co.	1
Dudfield Mfg. Co.	50	Rand McNally & Co.	40
Durand Steel Locker Co. 4th Cover	44	Remington Typewriter Co.	3
Dutton & Co., E. P.	44	Richards-Wilcox Mfg. Co.	38
Eagle Pencil Co.	66	Rowles, E. W. A.	64
Economy Drawing Table Co.	3	Rundle-Spence Mfg. Co.	63
Educational Publishing Co.	43	Shaw-Walker Co.	33
Excelsior Slate Co.	34	Sheldon & Co., E. H.	38
Faber, Eberhard	58	Silver, Burdett & Co.	6
Federal Steel Fixture Co.	58	Simmons Co., Parker P.	40
Frampton Window Shade Co.	62	Sower Co., Christopher	40
Fuson Adjustable Shade Co.	62	Spencer Turbine Cleaner Co.	55
Ginn & Co.	6	Squires Inkwell Co.	64
Globe-Wernicke Co.	29	Standard Elec. Time Co. 4th Cover	54
Grand Rapids Hand Screw Co.	39	Steele Mfg. Co., Oliver C.	62
Hahl Automatic Clock Co.	51	Stephens-Jackson Co.	34
Hahn, Granville	34	Tannewitz Works, The	64
Haney School Furniture Co.	50	Tinsman & Co., M. L.	34
Heath & Co., D. C.	6	Tothill, W. S.	66
Hess Warming & Vtg. Co.	3	Underwood & Underwood	30
Holden Patent Book Cover Co.	31	United States Inkwell Co.	65
Holtzer-Cabot Elec. Co., The	56	United Electric Co., The	49
Hoyt Co., A. S.	3	University Publishing Co.	43
Hughes, Geo. Shelley	5	Victor Animatograph Co.	1
Johnson, E. J.	34	Victor Talking Machine Co.	27
Johnson, R. R.	62	Virginia School Supply Co.	54
Kansas City Scenic Co.	60	Vonnegut Hardware Co.	59
Keenan Structural Slate Co.	1	Wadsworth, Howland & Co.	46
Kewaunee Mfg. Co.	39	West Disinfecting Co.	28
Keystone Book Co.	60	Western Electric Co.	37
Kirkham-Mattson Co.	57	Wimmer & Co., C. I.	62
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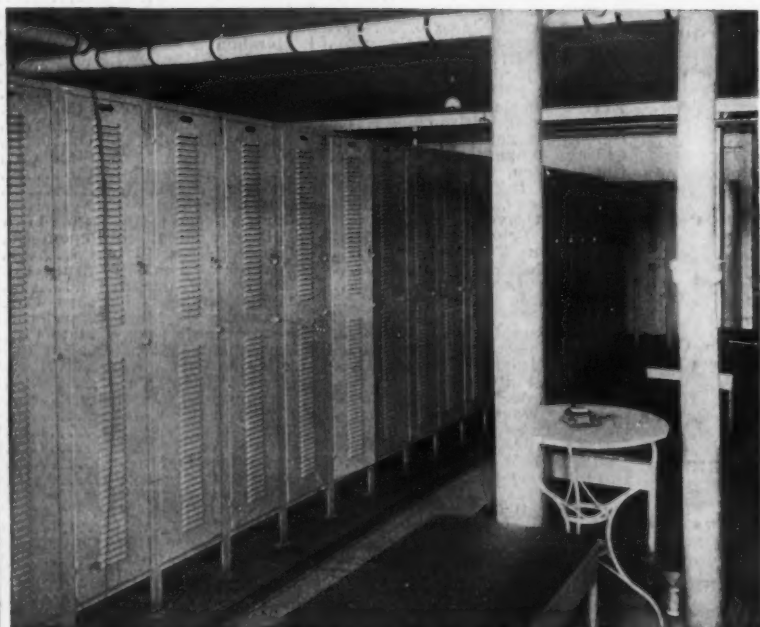
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